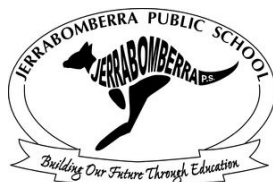


Jerrabomberra Public School

Annual Report



2018



4633

Introduction

The Annual Report for **2018** 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

Each year offers new challenges and changes. 2018 has certainly been no different. During the year, we saw 930 students grow to over 960 students by Term 4. However, there were no major changes to infrastructure except for the long-awaited resurfacing of the senior playground equipment.

We heavily supported technology this year with the purchase of over 120 new laptop computers and trolleys to match. This now means that students, especially in Years 2–6 have easy access to laptop computers in every building. We now have over 250 laptops in the school and they are in regular use every day. This is great preparation for our senior students leading into high school and also for building skills for NAPLAN online with junior classes. 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, Tanya Blewitt and her many helpers. We are forever grateful.

I am often compelled to reflect with gratitude and appreciation on all that is great about our wonderful school. I prefer to look at what we **do** have and what makes our school different, than to dwell on any negatives. Yes, we are a big school but we have a small school feel due to the care we take to make everyone feel that they belong and are important. We still focus on the K–6 element with all teachers responsible for all students in the school and having a role in their education and progress.

We really are a fortunate school in that we have great facilities in a community that really cares and supports us 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. One of our most impressive results in 2018 has been the rise in competencies in Science. Our Year 6 students took part in the VALID Science Assessment in Term 3 and the results have shown outstanding growth in students' science skills. We believe this is due to the substantial investment into this area with almost \$40 000 in resources from the P & C and a whole-school investment in time and processes to ensure students are scientifically literate. We are proud of this success.

The year 2018 was a particularly intense and busy year. There continued to be many changes to the administration of schools during this time. In particular, the introduction of new financial systems and student welfare systems meant a complete restructuring of the front office procedures. I would like to congratulate the front office team for another year of coping so well with all that has come their way this past year. They 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 progress with L3 (Language, Literacy and Learning) in Kinder to Year 2 classes continues to best cater for students Literacy needs and sees the majority of our students achieve well above expected levels. We have undertaken Seven Steps to Writing training to lift our results and this has made a difference to how students approach their writing efforts. We have also continued our journey to improve maths and comprehension in Years 3–6.

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. How lucky we are to have such a vibrant and community-spirited school!

I thank you all most sincerely for another inspirational year!

Chris Hunter

Principal

Message from the school community

With another school year past, it is with pride that I write the P&C report.

I feel we are very lucky to have a P&C that helps provide essential services and resources to the school. In part, these come about by the provision of the Canteen, Uniform Shop and fundraising activities.

For most of the year, the Canteen ran under the fantastic guidance of Franca and Megan. In Term 4, we sadly bid farewell to Franca who stepped down as co-Canteen Manager. Whilst we are very sorry to see Franca go, we were happy to welcome her replacement Jaye Cox. The transition has been a smooth one – thank you Franca, Megan and Jaye.

A big thank you to Karen, Bec and the team behind our very successful Uniform Shop. It is thanks to your efforts that we have such well-dressed students!

The Fundraising Committee had another year filled with successful fundraisers including the Easter Egg Raffle, School Discos, Trivia Night and of course the big one, the biennial JPS Fete.

Money raised through all of these services and events goes back into the school. This year we have spent: \$60,000 for Laptops (this now means that many classes have a whole class set that they can share between two classrooms (a great investment in our children's technology learning!), \$25,000 for interactive whiteboard replacements, \$20,000 for playground softfall, \$5,000 for Library cooling, \$5,000 for acoustics in the Art Room and \$3,500 towards the Footsteps Dance Program.

Like those before me, I would like to use this opportunity to thank Mrs Hunter for the outstanding support she gives us, and once again, 2018 has been no different. Mrs Hunter goes above and beyond the call of duty and we are a very lucky to have her as our Principal – Thank You!

I also want to thank my wonderful Vice-Presidents Belinda and Jaye, Secretary extraordinaire Nathan, brilliant Treasurer Sandra, P&C members who helped out with interview panels, ran a stall, cooked a sausage, turned up to meetings and more, thank you so much.

Our success as a P&C is only made possible through the efforts of family, friends, school executive, teachers and staff. Thank you as you are the ones who ensure that JPS continues to be a school that is admired.

Regards,

Tanya Blewitt

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 960 students in 16 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2018, there were 37 classes.

The school enjoys strong community support and has a dedicated staff who work as a team to achieve the best for the students. Every teacher is responsible for every student in the school and they all contribute to their wellbeing and 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. 22% of students are from Defence families and we have Defence School Mentors 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 (Good Living and Development) program. Our school benefits from a high level of P&C funding support and is highly regarded in the local area.

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 4.

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

- Assessment – Sustaining and Growing
- Curriculum – Sustaining and Growing
- Learning Culture – Sustaining and Growing
- Reporting – Sustaining and Growing
- Student Performance Measures – Sustaining and Growing
- Wellbeing – Excelling

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

- Data Skills and Use – Sustaining and Growing
- Effective Classroom Practice – Sustaining and Growing
- Learning and Development – Sustaining and Growing
- Professional Standards – Sustaining and Growing

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

- Educational Leadership – Sustaining and Growing
- Management Processes and Practices – Excelling
- School Planning, Implementation and Reporting – Sustaining and Growing
- School Resources – Excelling

The school and staff review data and plans to assess their progress and to work together towards the betterment of education at Jerrabomberra to the benefit of all and to endeavour to meet school targets annually.

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>

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

GROWING STUDENT ACHIEVEMENT

Purpose

Our aim is to ensure that every student is engaged and challenged with their learning to achieve the very best that they can. The expectation is that every student will improve every year and be encouraged to develop a growth mindset to reach their potential.

As "*Literacy and Numeracy are the building blocks on which all learning rests*" – Education Secretary, Mark Scott – we will concentrate our efforts in quality teaching and learning to achieve growth for every student in these areas. This growth will be supported by co-ordinated quality learning experiences across the whole school, accurate data collection and planning from this data, focussed and differentiated learning along with positive, respectful and caring relationships that build an aspirational learning culture.

Overall summary of progress

The school continues to seek improvement and person growth for every student, every year. We aim to achieve this through engaging and challenging classroom programs that ensure that the NSW curriculum is planned for and taught in every classroom. To achieve this, we believe the building blocks of strong Literacy and Numeracy skills are the basis for student growth and the tools for them to reach their full capability.

Our data reflects that students do progress annually in our school and are developing their own growth mindsets of achieving the very best that they can. One focus in the past year has been the implementation of clear learning intentions which are displayed and verbalised to the students at all times. Students at Jerrabomberra will respond if they clearly know what the teacher is expecting of them and then supporting them to achieve this goal. Relationships are at the core of any learning culture and staff and students are encouraged to develop positive, respectful and caring learning environments to benefit all. In 2018, we believe we have started this journey but still have some way to travel over the next two years of implementation. A more succinct focus on learning intentions will continue in 2019.

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">• Increase the % of students in the top two bands in Literacy and Numeracy in line with the Premier's Priorities.• Improve the % in the top two bands in Writing in particular.• Improve access to technology and the development of technology skills in Years 2 – 6 in particular.• TTFM survey indicates student satisfaction with learning.• Monitoring of student data in Literacy and Numeracy indicates that 85% of students achieve their age expected growth each year.	<p>Over \$22 000 spent on L3 training.</p> <p>Over \$150 000 spent on technology laptops and charging carts.</p>	<p>Literacy: Yr 3 – 65% in top two bands, Yr 5 – 52% in top two bands.</p> <p>Numeracy – Yr 3 – 52% in top two bands, Yr 5 – 41% in top two bands</p> <p>Overall, 47.05% performing in the top two bands as per Premier's priorities.</p> <p>Writing – Yr 3 – 50.8% in top two bands, Yr 5 – 15% in top 2 bands but 60% in middle bands</p> <p>Installation and constant use of over 350 laptop computers around all year levels but especially Yrs 5 and 6.</p> <p>TTFM survey indicates students are satisfied with learning but would like more feedback from teachers.</p> <p>L3 data showed that 66% of Yr 1 and 90% of Yr 2 were reading at or above expected levels.</p>

Next Steps

- Continued emphasis on the use of learning intentions in every classroom lesson to demystify why we are teaching and learning what we do. Student clarity on what they are doing and why is evident and expectations known.
- L3 practices continued in K – 2 classes with an emphasis on comprehension and writing.
- Focus on Reading training for all teachers Yrs 3 – 6 to improve reading comprehension in the upper grades.
- Continued implementation of laptops and chromebooks program to give all students access to technology that supports their learning in Key Learning Areas.



BUILDING CAPACITY AND EXPERTISE

Purpose

Passionate, caring and skilled teachers inspire lifelong learning.

Our purpose is to build on the capacity of all teachers to be of the highest calibre and continually improve their skills. We aim to create and maintain a stimulating and engaging professional environment, supported by a positive and collaborative culture that develops skilled and high performing teachers as well as consistency in delivery and data collection across the school. We will be particularly focussed on Literacy, Numeracy and technology across all learning areas.

Overall summary of progress

With the implementation of Quality Teaching, Successful Students, time and effort has gone into collaborative planning by teachers and class observations and feedback. This means teachers are supporting teachers and learning from each other. Groups of teachers have worked together in triads to learn from each other and share successful practices. This included monitoring data and moderating work samples to develop consistency of practices across this large school.

The Seven Steps to Writing began its first year and whilst some gains were made, the next two years will see a consolidation of these teaching practices to support growth in writing, especially for Years 3 – 6. As yet, a higher % of students in the top two bands has not been achieved in writing but we have another 2 years to improve this.

Teachers are working hard to maintain or gain their accreditation with a noticeable improvement in teachers being able to manage and record their teacher professional learning. Two teachers are working towards gaining higher level accreditation and in 2019, 3 teachers will begin their Masters degrees.

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">• Data is collected regularly and collaboratively shared to plan for improvement.• Collaborative teaching and planning practices are evident at all grade levels.• All teachers are trained in "Seven Steps to Writing" and a higher % of students achieve in the top 2 bands as a result of teaching practices.• Increased use of evidence based pedagogy by all teachers, especially in the areas of Reading, Writing and Maths.• All teachers work towards attaining or maintaining accreditation status with at least 2 working towards higher accreditation or lead.• The Tell Them From Me survey indicates 80% of teachers and students feel learning is challenging and leads to improvement.	<p>In 2108, more than \$60 000 was expended on teacher professional learning, especially in the areas of literacy (L3), Focus on Reading and the leading of the new PD/H/PE syllabus training.</p> <p>A 1.6 staffing allocation was used to support QTSS and collaborative planning and observations.</p>	<p>Collaborative planning at stage levels occurred and planning for improvement was evident.</p> <p>Observations were well received by the pilot group with feedback welcomed and reflected on.</p> <p>Data was collected and analysed to further plan for learning.</p> <p>82% of students thought that learning time was effective and 87% had high aspirations of success. 84% of teachers felt they provided for challenging learning leading to success.</p>

Next Steps

- Teaching triads are well developed and collaborative observations and feedback become well–entrenched in everyday practice to build supportive expertise and peer learning.
- Writing continues to improve through Seven Steps program, building on the beginnings of TPL in 2018.
- Teachers continue to undertake professional learning and recording on the NESAs website, all aimed at easily maintaining accreditation.
- Focus on Reading training is completed and implemented in 2019 for all senior class staff.
- Tell Them From Me survey is again undertaken and improvement made.



Strategic Direction 3

STRENGTHENING WELLBEING FOR ALL

Purpose

Every student is known, valued and cared for in our school setting.

As wellbeing is vital for all learning, we aim to provide a safe, caring, harmonious and stimulating environment for students, teachers and parents. We aim to support the cognitive, emotional, social, physical and spiritual wellbeing of all in our school community. We will develop a supportive learning environment with strong partnerships between teachers, students and parents. We also aim to work collegially with other local schools in our educational network to strengthen education delivery and transition to school practices.

Overall summary of progress

Jerrabomberra has made significant progress on the goal that every child is known, valued and cared for in our school setting. Wellbeing is at the core of a student's success with their learning and each child needs to feel valued, safe and in a harmonious environment where they can learn. All staff, from the Office to the classroom, aim to provide the best possible service to the community by responding to individual students needs at any given time. This involves building strong connections with parents and working together to achieve the very best that we can for each and every student. This we feel we have achieved in 2018.

Our Learning Support Team meets weekly to plan support for all wellbeing and academic needs, acting on referrals from teachers and parents. Our many playground and interest groups at lunch times provide alternative activities for those who need them.

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">Increased attendance at parent / teacher interactions and training nights.Improved communication systems are evident with the parent body and website is updated.90% or more of parents are satisfied with the school in general as indicated on the TTFM survey.Over 90% of students indicate positive responses about their learning and wellbeing through the TTFM survey.	<p>New phone system was installed – \$10 000.</p> <p>Website update was at cost of training only \$1 000.</p>	<p>Data showed excellent attendance at Parent Information Nights (average 90%).</p> <p>Improved telephone and messaging system used.</p> <p>Website was updated and use of this media has improved by 200%.</p> <p>TTFM survey elicited some positive feedback on the school and its practices – average 75%.</p> <p>Overall, the wellbeing of students was rated highly in the survey – 78%.</p> <p>However, the number of returns of the online surveys is getting less annually and this is of concern.</p>

Next Steps

- Revise and renew Positive Behaviours for Success plans for playground practices.
- TTFM survey to again be undertaken by staff, parents and students.
- Undertake Kids Matter final unit of the program addressing anxiety.
- Counsellors to train in Seasons of Growth program and implement for some students in need.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6 742 flexible allocation.	Tutoring for Aboriginal students was undertaken, especially in the area of literacy and writing. Improvement was observed in the quality of their work samples.
English language proficiency	\$24 023 flexible allocation.	This was used to finance Mrs Ellis and Mrs Harvey to support student with a language background other than English. Teacher-observed improvements were evident in classroom work and language capability. Improvements noted on literacy
Low level adjustment for disability	\$190 141 flexible allocation.	This amount allowed the employment of aides in classrooms to assist students with low-level disability or learning needs. This is over and above targeted integration funding for specific students.
Quality Teaching, Successful Students (QTSS)	This was a 1.6 fulltime teaching allocation given by the department of education.	Two teachers were employed part-time to enable teachers to be off class together to plan, assess and generally better outcomes for students.
Socio-economic background	\$22 994 in the form of flexible funding.	This was used to support students in need of economic support as well as employing extra learning support personnel.
Support for beginning teachers	\$24 238	Two teachers received support in the way of extra days off for planning and mentoring with their supervisor. It was also utilised for extra training days to support their professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	417	427	427	467
Girls	466	482	491	476

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. In 2018, 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	2015	2016	2017	2018
K	96	96.1	95.6	95.7
1	96.3	96	95.2	94.9
2	95.9	95.9	95.4	95.2
3	95.5	95.2	95.6	94.9
4	95.2	95	94.8	94.1
5	95	95.3	95.5	94.2
6	93.9	94.8	93.2	93.3
All Years	95.5	95.5	95.1	94.6
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

All attendance is entered electronically daily by the class teachers. This has facilitated a higher degree of accuracy with monitoring. Part absences are also well-managed by the front office. Absence reports are generated and monitored by the principal weekly. If after seven days no reason has been given for an absence, the parents are asked for an explanation via a systems generated email.

Continual unexplained absences are directed to the Home School Liaison Officer who supports the school and the parents to develop regular attendance patterns.

Teachers are asked to follow up on absences quickly so that they can assist students and parents with attendance. Problems are addressed and referred to Executive or the School Counsellor if deemed necessary.

Despite higher than normal absences in 2018 for overseas travel, vacations and an abnormal flu season, our school still remains above the state average. However, we have seen a drop over the past year of 0.5% and hope that this trend does not continue. We strongly advise parents to try and arrange holidays in school vacation periods to support our goals in attendance.

Class sizes

Class	Total
KP	22
KM	20
KW	21
KD	20
KV	22
KR	21
1A	23
1W	23
1H	23
1G	23
1D	24
2/1K	24
2S	24
2M	25
2E	25
2C	25
2T	24
3KP	30
3F	29
3D	30
3NC	30
3M	30
4S	27
4N	28
4G	27
4W	28
4T	28
5D	28
5A	29
6/5S	28
5H	29
5G	29
6C	30
6B	28
6W	28
6H	29

Structure of classes

In 2018, 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 classes
- Stage 3 – Years 5 and 6 – 9 classes
- 1 multi-categorical special education class

Composite classes are only formed when our numbers necessitate. In 2018, there were 2 composite classes – a Yr 2/1 class and a Yr 6/5 Class.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.76
Teacher of Reading Recovery	1.26
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	6.87

*Full Time Equivalent

In 2018, 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 2018, Mrs Sue Goodwin retired after many years service to the NSW Department of Education. We commend her work in schools and for the benefits she afforded so many students during her time in public schools.

Our school staff remains relatively stable. In 2018, however, we had an unprecedented number of maternity leaves which led to some staff changes throughout the year.

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	5

Professional learning and teacher accreditation

Teachers, in 2018, 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 Performance Development Plans (PDPs). 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 transitioned to being fully accredited. At present, we have 16 new scheme teachers who have achieved accreditation.

Professional learning undertaken in 2018 included:

- Creative and Powerful Learning by 4 teachers to support peer mentoring and observations.
- Continued L3 (Language, Literacy and Learning) learning by Year 2 staff and on-going L3 professional learning for Kinder and Year 1 teachers.
- Targeted Maths training for all staff provided by Karen Harradence and Tracey Walls.
- Seven Steps to Writing training throughout 2018 as led by Jane Minchin and Nikki Anderson to push improvement in this area.
- Two new scheme teachers received and used funding to undertake training and mentoring days with their supervisors and other staff.
- Three teachers working towards achieving their accreditation and were successful.
- Two teachers are working towards Higher Level Accreditation.
- The Principal and School Administration Manager received training in the new finance and HR systems.
- John Coutis ran a course in resilience for students, teachers and parents.
- Three teachers attended coding and robotic professional development.
- PD/Health/PE training for the new curriculum was attended by two teachers in 2018.

- The new Science Curriculum training was attended by two staff members.
- All Early Stage 1 staff (Kinder) received training in the new Best Start.
- Several teacher and SLSOs undertook autism training online and face-to-face.
- Eddie Woo visited and held sessions in Maths for senior students and teachers.
- Executive attended Using Data With Confidence

A total expenditure for Teacher Professional Learning in 2018 was over \$60 000.

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	602,286
Revenue	7,416,300
Appropriation	7,001,531
Sale of Goods and Services	16,714
Grants and Contributions	389,076
Gain and Loss	0
Other Revenue	300
Investment Income	8,679
Expenses	-7,286,394
Recurrent Expenses	-7,286,394
Employee Related	-6,493,357
Operating Expenses	-793,037
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	129,906
Balance Carried Forward	732,192

This year, the financial section of the Annual School Report has a totally new look and it is also less detailed. This report is systems-generated and therefore cannot be changed or extended for more detail. The way expenditure was recorded also means that items such as all the computer expenditure comes under operating expenses and is not clearly itemised. This is also the first year that salaries expenditure has been managed locally and therefore reported. It makes up by far the biggest proportion of our funding at almost \$6.5 million.

In 2018, 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 as we got used to the system and how it operated. There were also systemic changes during the year which continued to alter some allocation of monies. Our rollover 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 allocated areas and has been carried over to 2019.

Our voluntary school contributions have remained at \$70 for a 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 educational 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.

There are some planned large items for expenditure in 2019 and so money has been set aside for this. Many of our interactive whiteboards are nearing their use by dates and will be replaced. There are also grounds improvements and a shade structure to be built. \$60 000 has been withdrawn from our account in February to finance the cooling of the Hall as facilitated by the Department of Education.

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	5,859,436
Base Per Capita	178,677
Base Location	0
Other Base	5,680,759
Equity Total	243,770
Equity Aboriginal	6,742
Equity Socio economic	22,864
Equity Language	24,023
Equity Disability	190,141
Targeted Total	302,125
Other Total	402,243
Grand Total	6,807,575

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

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 2018 show consistent improvement across the year levels in all aspects of literacy. Students showed excellent growth and achievement of expected levels and beyond. Data at the end of 2018 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 2018, 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 four years. The results showed Jerrabomberra students performing above state averages in all Bands 1 – 6. 85.5% of students scored in Bands 3–6. There was significant growth in the past year with students moving student into the top Band 6 and improving at a faster rate than other schools across the state. Whilst this test is not mandatory for schools, it has assisted us to assess our progress with the teaching of Science. Results show that students are gaining significantly in this area.

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 2018.

CODE: HIGH DISTINCTION (HD) – DISTINCTION (D) – CREDIT (C) – MERIT (M) – PARTICIPATION(P) – TOTAL ATTEMPTING (T)

MATHS: 0 (HD), 7 (D), 29 (C), 9 (M), 42 (P) = 87 (T)

ENGLISH: 1 (HD), 7 (D), 215 (C), 2 (M), 25 (P) = 50 (T)

WRITING: 0 (HD), 6 (D), 19 (C), 0 (M), 16 (P) = 41 (T)

SPELLING: 0 (HD), 11 (D), 13 (C), 8 (M), 26 (P) = 58 (T)

SCIENCE: 1 (HD), 5 (D), 15 (C), 2 (M), 19 (P) = 42 (T)

DIGITAL TECHNOLOGIES: 1 (HD), 3 (D), 13 (C), 3 (M), 17 (P) = 37 (T)

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. At the primary level, Year 3 are reported on Bands 1 – 6 and Year 5 are reported on Bands 3 – 8. 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.

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.

Literacy – NAPLAN Year 3

These results indicate the percentage of students scoring in the top 3 bands:

84.2% of students scored in Bands 4–6 in Reading

78.2% of students scored in Bands 4–6 in Writing

76.7% of students scored in Bands 4–6 in Spelling

78.2% of students scored in Bands 4–6 in Grammar

Literacy – NAPLAN Year 5

These results indicate the percentage of students scoring in the top 3 bands:

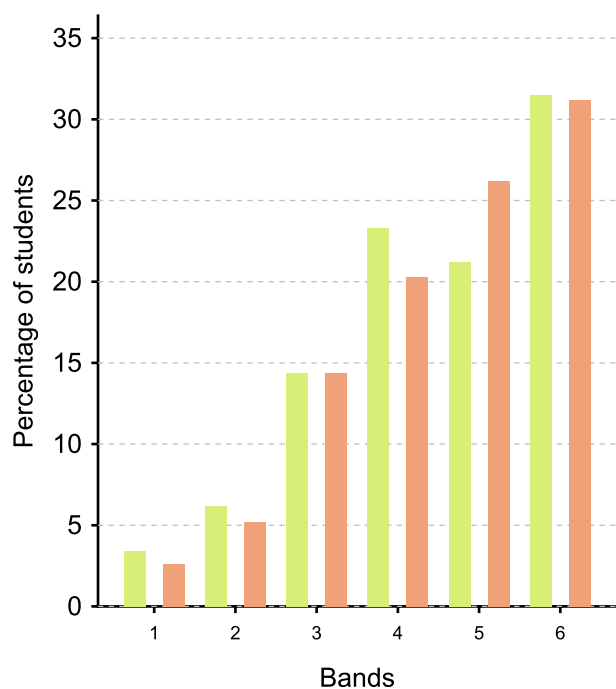
80.2% of students scored in Bands 6–8 in Reading

45.2% of students scored in Bands 6–8 in Writing
(another 36.5% scored in Band 5)

70.6% of students scored in Bands 6–8 in Spelling

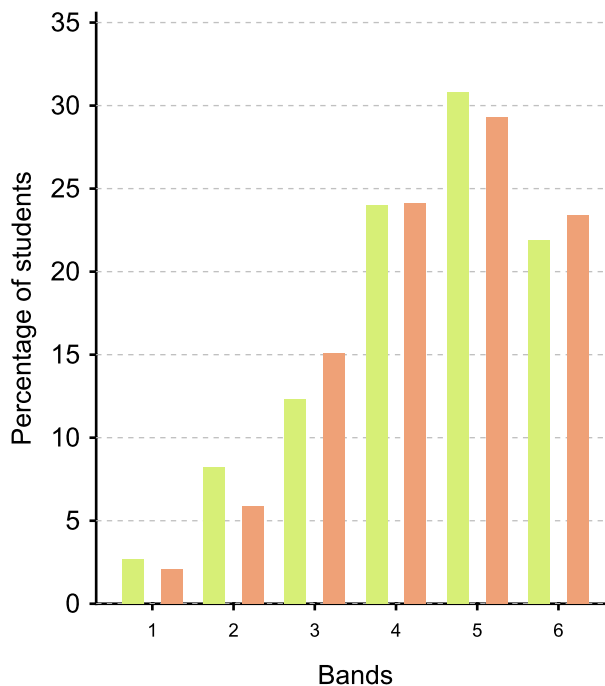
77% of students scored in Bands 6–8 in Grammar

Percentage in bands:
Year 3 Grammar & Punctuation



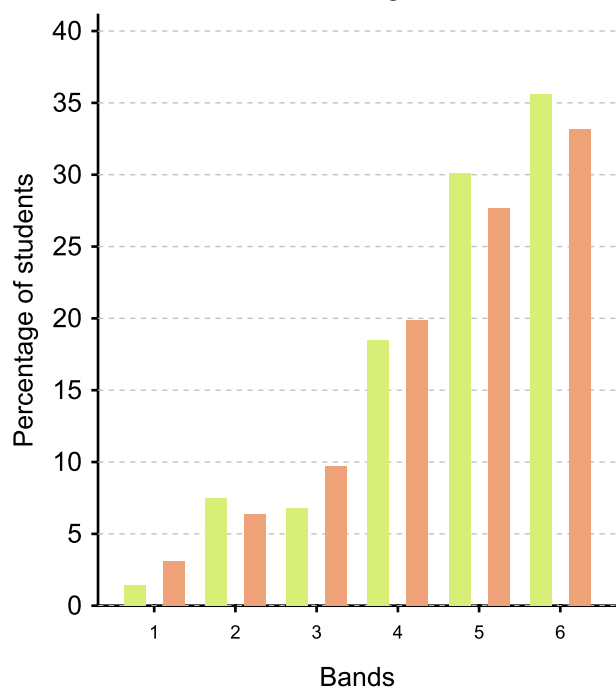
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



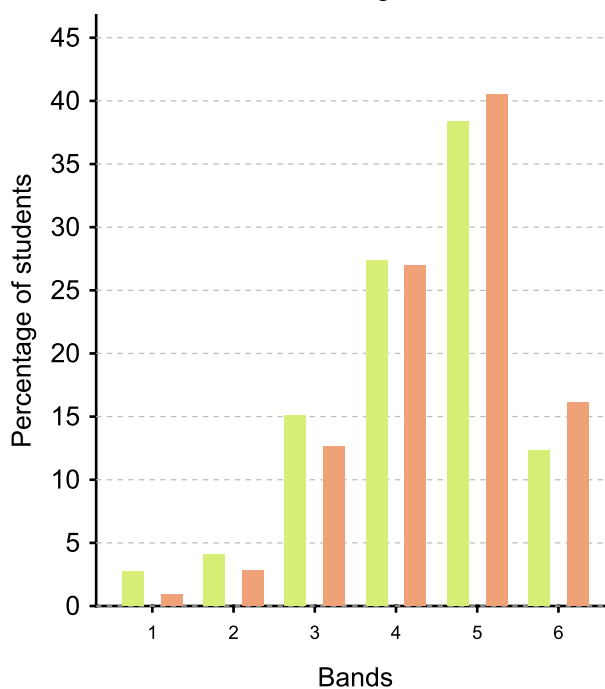
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



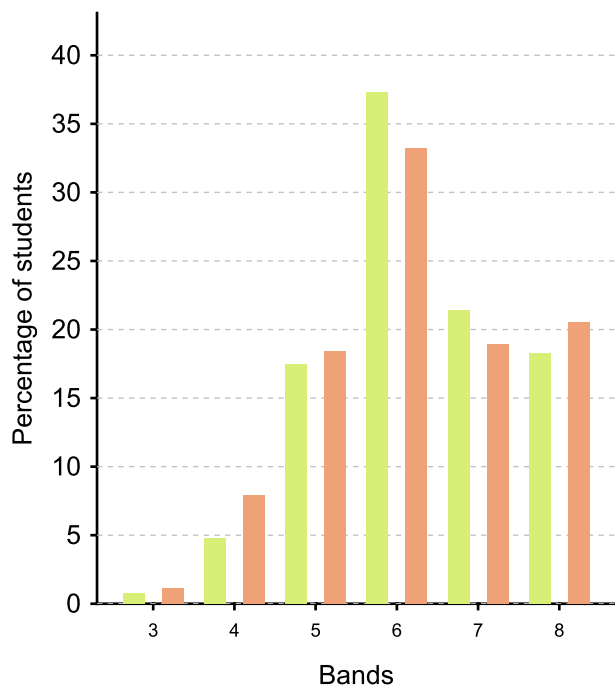
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

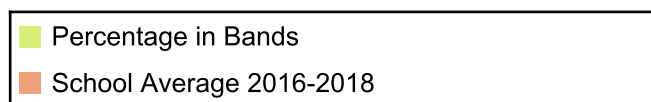
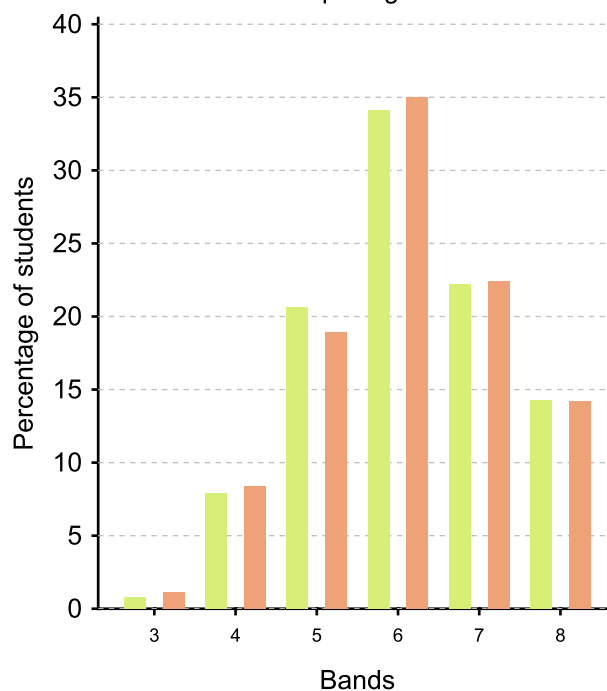


Percentage in Bands
School Average 2016-2018

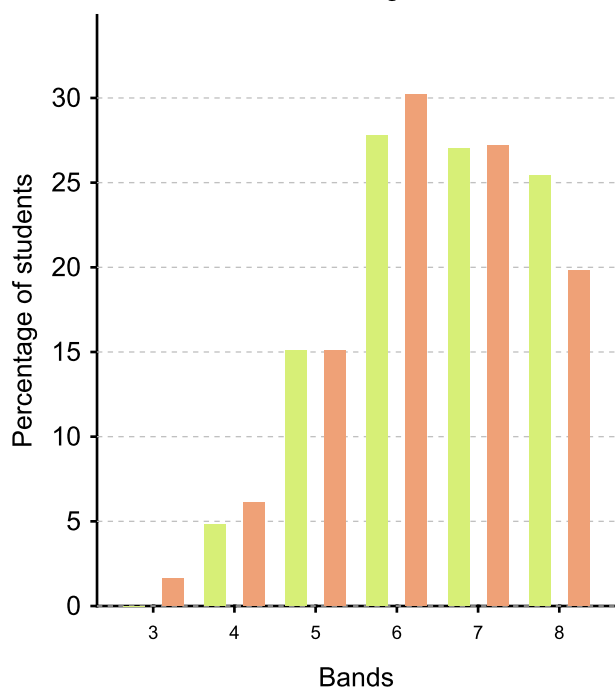
Percentage in bands:
Year 5 Grammar & Punctuation



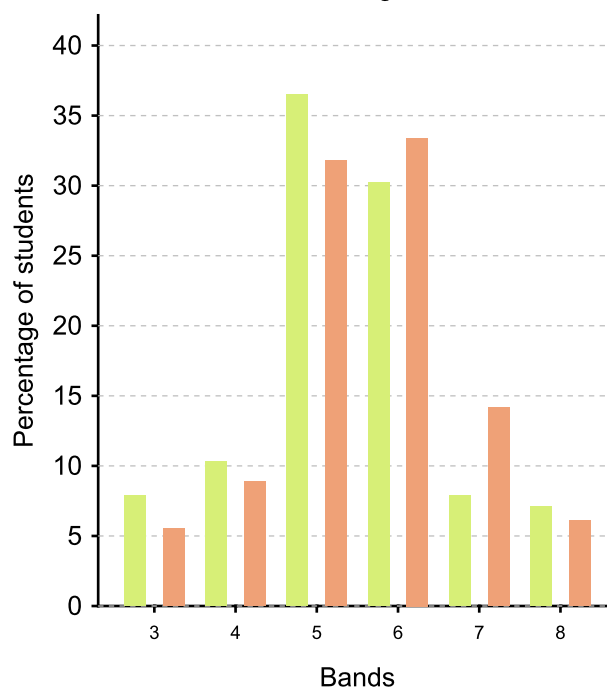
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Numeracy – NAPLAN Year 3

These results indicate the percentage of students scoring in the top 3 bands:

70.5% of students scored in Bands 4–6 in overall Numeracy

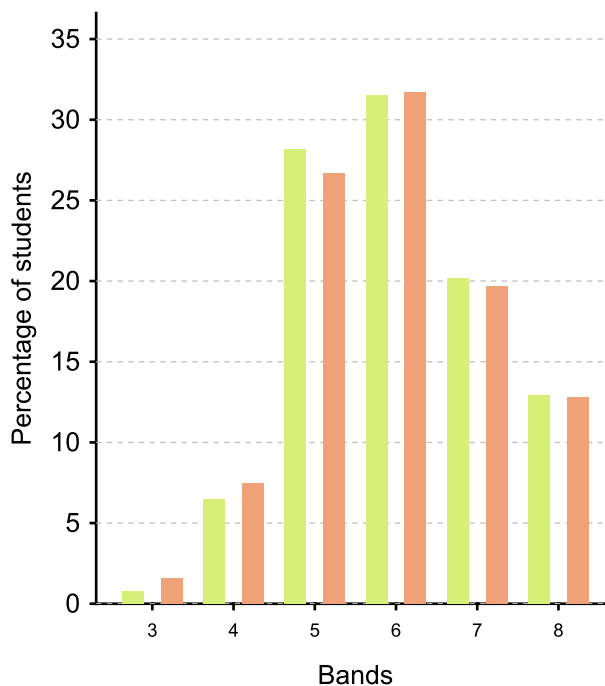
Numeracy – NAPLAN Year 5

These results indicate the percentage of students scoring in the top 3 bands:

64.6% of students scored in Bands 6–8 in overall Numeracy

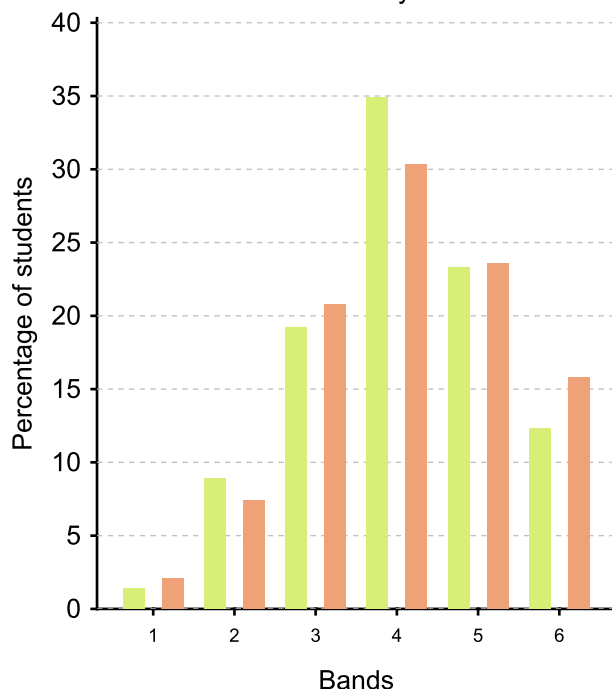
Percentage in bands:

Year 5 Numeracy



Percentage in bands:

Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

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.

Please ensure that you click on the second set of data to compare our results to all Australian schools not just SSG group. Thank you.

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

Jerrabomberra's challenge still remains in moving students into the top Band 6 in Year 3 and top Band 8 in Year 5. Whilst we consistently remain above state averages in all other bands, the top band is our challenge. To this end, in 2018 we concentrated on moving the middle to the top with targeted teaching and support. We did improve overall in moving students into the top 2 bands by 1.89%.

In regard to *State Priorities: Better services – Improving Aboriginal education outcomes* for students, in 2018, 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 2108, 177 parents, 28 teachers and 362 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

- Positive sense of belonging 77%
- Experiencing positive relationships 86%
- Value schooling outcomes 94%
- Student perseverance levels 92%
- Positive behaviours at school 87%
- Interested and motivated 66%
- Effort – trying their hardest 82%
- Learning time is effective 82%
- Students who are victims of bullying 36%
- Positive teacher/student relationships 78%
- Expectations of success 89%
- Computer access has made a difference to my learning – 91% answered yes
- My writing has improved due to Seven Steps to Writing – 89% answered yes

PARENTS

- Parents feel welcome at the school 77%
- Parents are informed 67%
- Parents talk with a teacher more than 2 or 3 times a year 80%
- Parents support learning at home 65%
- School supports learning and has high expectations 75%
- School supports positive behaviour 78%

Safety at school 73%

Jerra is an inclusive school 68%

School voluntary work – undertaken by only 34% of parents

School newsletter is useful 87%

Both formal and informal interviews were highly valued 90%

Educational Aspiration 91% students to complete Yr 12

Access to technology has improved competencies – 75% yes but many of 25% in negative admitted that their children were in Kinder

Seven Steps to Writing – 45% had heard of this program, 55% had not which could be because it was a Yrs 3 – 6 program.

Generally speaking, there were 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 67%
- Learning culture 82%
- Data informed practice 80%
- Teaching strategies and practice 84%
- Use of technology 70%
- Inclusive school with opportunities for all 85%
- Parental involvement 74%
- Challenging and visible goals 76%
- Planned learning opportunities 77%
- Quality feedback 75%
- Overcoming obstacles to learning 78%
- School leaders leading improvement and change 89%
- Laptops have enhanced classroom technology 85%
- Seven Steps to Writing has made a difference to teaching writing 71% (Not applicable to K – 2 teachers in survey)

A Special Note:

Many parents/guardians or significant people in the students' lives visited JPS in 2018 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 about 90% 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

In 2018, our school completed a Reconciliation Action Plan (RAP). This was completed by a committee of teachers, students and parents. Our vision for reconciliation from our RAP is as follows:

Jerrabomberra Public School is committed to acknowledging the importance of Aboriginal and Torres Strait Islander Cultures and Histories and working in partnership with local Aboriginal and Torres Strait Islander communities to move forward in the future as one. This will be achieved by ensuring all students (both Aboriginal and Torres Strait Islander and non–Indigenous) have a clear understanding and appreciation of Aboriginal and Torres Strait Islander contributions to Australian history, as well as working with local Aboriginal and Torres Strait Islander communities to understand and value their cultures and heritage. Whilst doing this, we will ensure that all Aboriginal and Torres Strait Islander students receive equitable education opportunities.

Actions for 2018 included:

- Change to our Acknowledgement of Country. This was changed in late 2017 and fully implemented at assemblies and special events. This was changed in consultation with students, teachers, parents and AECG.
- Whole–school NAIDOC Day celebration. Students rotated around classes in their grade to complete various activities including art, sport, literature and science activities, all with an Aboriginal cultural focus.
- We held a Reconciliation Week assembly that was run by our Indigenous students. The focus of this assembly corresponded to the Reconciliation Week theme of Indigenous women and their role and contributions to Indigenous culture.
- A major artwork was completed by Year 5 students which now is proudly displayed in our Hall at all assemblies.



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.
- 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 hours, to meet parent requests.
- Harmony Day 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 2018, we had changes in the providers of this program. Hamish Peterson began the year and after he left, Reverend Ruth Walton took over the role. The chaplains add to our overall school pastoral care program, providing extra welfare services to all students and parents. This year's activities featured a Boys Shed project, Rock and Water program for Year 5 and a drumming program. Our program is in its 9th year and has added to our caring, community feel.

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 of the school 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 2018, we had teams attend the GATEWAYS activity days at which they were very highly commended for their teamwork. One team made their way to the Melbourne for the finals of a challenge series and acquitted themselves very well. We are justly proud of their achievements.

In 2018, we also began a Coding group with students after school with the support of parents from the ICT industry. This was very well received by the students who attended.

Defence School Mentors Program

Our DSM program provides a valuable service for our Defence students who form 22% of our school population. The mentors also assist with all students who arrive or exit our school. It has been recognised as an exemplary program with Mrs Barry and Mrs Nielsen providing outstanding support to all.

Some highlights of 2018 included the Kids For Kids deployment support group, Monday Morning Coffee Club, Lunch Activity group, Anzac and Remembrance Day commemorations, orientation programs and parent drop-in mornings.

Our students proudly represented the school at War Memorial celebrations in Canberra – attending a veterans' service for members in aged care facilities near ANZAC Day. This year saw the school again receive commendation for their ANZAC Service which commemorated both 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 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. Her retirement from this commitment will be a loss to our school and we hope to find someone to continue this tradition.

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 2018 by:

- 27 students gaining district selection to attend regional swimming trials;
- Three boys represented the region at state softball carnival;
- 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 and won the state-wide Netball Cup; and
- 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 2018 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 "Wizard of Oz" 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;
- Two students made the state finals of the Premier's Spelling Challenge, with Elyse O'Brien

coming 9th in the junior final and Alexandria Noonan coming a very close second in the senior competition: and

- The choir participated in the Queanbeyan Choral Festival and a group of talented singers went to the Opera House to participate in the state Choral Festival Concerts.