

# Jerrys Plains Public School

## 2019 Annual Report



2231

## Introduction

The Annual Report for 2019 is provided to the community of Jerrys Plains Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

Jerrys Plains Public School

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## 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-stage 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Teaching and Learning

#### Purpose

To further develop a stimulating learning environment in which evidence based pedagogies produce high levels of student growth.

#### Improvement Measures

All students achieve their expected growth in literacy and numeracy.

Formative assessment practises are embedded in all teaching and learning programs.

All students are highly engaged in their learning.

#### Progress towards achieving improvement measures

**Process 1:** Targeting literacy and numeracy priorities using evidence informed pedagogy.

Evaluation	Funds Expended (Resources)
All students have demonstrated expected literacy and numeracy growth across 2019, as measured by PLAN2 and school based assessment data.	<ul style="list-style-type: none"><li>• PLAN2</li><li>• School based assessment data</li></ul>

**Process 2:** Establish a quality learning environment which supports risk taking, promotes student engagement and acknowledges student effort and achievement.

Evaluation	Funds Expended (Resources)
100% of students are highly engaged in their learning, as evidenced by Teacher observations.  Tell Them From Me data indicates at least 80% of students are interested and motivated in their learning.	<ul style="list-style-type: none"><li>• Teacher observations</li><li>• Tell Them From Me data</li></ul>

**Process 3:** Deep knowledge and understanding of the syllabus, National Learning Progressions and how to effectively implement these into the classroom using the Australian Professional Standards for Teachers as a guide.

Evaluation	Funds Expended (Resources)
All teachers are using PLAN2 to assess students. Progress of all students is being discussed and shared at 5 weekly Action Plan Meetings.	<ul style="list-style-type: none"><li>• PLAN2</li><li>• Teaching and Learning Programs</li></ul>

## Strategic Direction 2

### Wellbeing

#### Purpose

To empower the students and staff to connect, succeed and thrive emotionally, physically, socially and academically.

#### Improvement Measures

Students and staff will express increasing levels of satisfaction.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Compared to 2018 data, the 2019 Tell Them From Me data identifies an increased percentage of students who are highly engaged in their learning.</p> <p>All staff have completed the Visible Wellbeing Introduction and Strengths Training Day.</p> <p>All staff are familiar with the Visible Wellbeing concepts and practices, as evidenced by Visible Wellbeing surveys, student surveys, and Tell Them From Me data.</p> <p>School Attendance is at 90% or above, each term.</p>	<ul style="list-style-type: none"><li>• Tell Them From Me surveys</li><li>• Visible Wellbeing Training</li> <li>• Attendance data</li></ul>

## Strategic Direction 3

### Community

#### Purpose

To form stronger relationships with the wider community in order to maximise learning opportunities, so that our students grow into confident, creative and resilient life long learners.

#### Improvement Measures

Increase engagement of parents and community members.

All staff make links with other schools and external agencies.

#### Progress towards achieving improvement measures

**Process 1:** Strengthen community engagement to build positive home/school partnerships.

Evaluation	Funds Expended (Resources)
<p>Twenty–five per cent or more of parents attend each P and C Meeting.</p> <p>Parental attendance at weekly assemblies has been established and consolidated, with at least 30% of parents attending each assembly.</p> <p>School community surveys indicate high levels of positive home/school partnerships.</p> <p>Tell Them From Me data has identified that parents and carers are very pleased with the new focus on advancing the learning of each student, and rank the school highly.</p>	<ul style="list-style-type: none"><li>• P and C Meeting Minutes</li><li>• Assembly Attendance data</li> <li>• Tell Them From Me Community survey data</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6,294	In 2019, funding was spent on NAIDOC celebrations and assisting students access extra curricular activities. All Aboriginal students are making progress across the literacy and numeracy progressions. Aboriginal students are demonstrating higher average levels of progress. In NAPLAN, significant Reading and Numeracy growth was evident.
<b>Low level adjustment for disability</b>	\$34,598	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. School Learning and Support Officers have been employed to work closely with classroom teachers to support academic, social and emotional learning at school. Teaching and learning reflecting individual student needs are addressed through differentiated programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$7,043	The Quality Teaching, Successful Students allocation was used to provide comprehensive and focused support for teachers with NESA accreditation processes and the Performance and Development Plans. It allowed teachers to observe and work shoulder to shoulder in each others rooms to support student learning and teacher professional development. It was also used to enable the principal to work alongside teachers in classrooms to support teaching and learning as an Instructional Leader.
<b>Socio-economic background</b>	\$54,653	This funding has been used to purchase quality resources to support learning, assisting students to access extra curricular activities, and to employ additional School Learning Support Officers. These whole school strategies have assist our targeted students in literacy, numeracy, language development and behaviour.
<b>Support for beginning teachers</b>	\$0.00	In 2019, the school did not receive support for beginning teachers.
<b>Jerrys Juniors and Ready4School Transition Program</b>	\$30,000	Jerrys Juniors and Ready4School are high quality transition to school programs. Children attend Jerrys Juniors one day per week during during Terms 1 and 2. The Ready4School program runs two days per week during Terms 3 and 4. A qualified teacher is employed to deliver the programs in a stimulating environment. Both Jerrys Juniors and Ready4School have become much needed resources for families with children transitioning to school. Longitudinal tracking of students has identified that the 2015 cohort of students achieved above State Average in all NAPLAN Domains this year.



# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	20	21	18	20
Girls	19	19	13	15

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	87	93.9	91.9	85.8
1	93.3	93	91.9	92.9
2	88.8	92.3	89	91.6
3	90.5	91.7	94.2	91.6
4	96.4	91.1	92.3	88.4
5	83.8	96.2	91.2	90.2
6	94.6	84.4	94.4	90.3
All Years	90.2	91.9	92.2	90.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	41,745
<b>Revenue</b>	718,899
Appropriation	660,813
Grants and contributions	57,684
Investment income	401
<b>Expenses</b>	-679,652
Employee related	-598,048
Operating expenses	-81,604
<b>Surplus / deficit for the year</b>	39,247

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	52,769
<b>Equity Total</b>	95,544
Equity - Aboriginal	6,294
Equity - Socio-economic	54,653
Equity - Language	0
Equity - Disability	34,598
<b>Base Total</b>	486,050
Base - Per Capita	7,274
Base - Location	11,154
Base - Other	467,623
<b>Other Total</b>	19,765
<b>Grand Total</b>	654,128

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

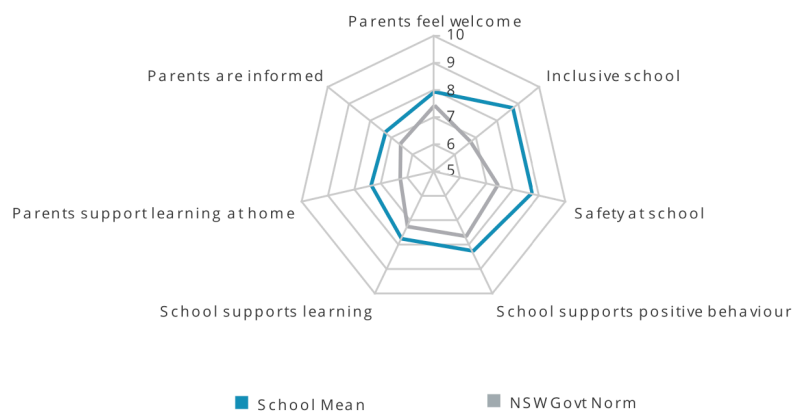
## Parent/caregiver, student, teacher satisfaction

The changes introduced throughout 2019 have enabled the wider Jerrys Plains community to actively engage with the school. Parents have indicated that the new, consultative approach was an area of deep satisfaction. At least 25% of parents are attending P and C meetings, and as a minimum, 30% of parents and carers are attending the weekly assemblies.

The 'Partners in Learning' Tell Them From Me survey data identified high levels of parental involvement, inclusiveness and participation within the school. Across each of the seven measures, parents rated the positive relationships between the school and community as being greater than the NSW Norms.

Student feedback was very positive around the opportunities they received at the school. The Tell Them From Me data identified that participating in sport, sense of belonging, interest and motivation, effective learning time, positive learning climate and expectations for success all improved across 2019.

Additionally, staff felt supported and valued at Jerrys Plains Public School, with teacher survey data establishing high levels of happiness, advocacy, engagement and the desire for continuous improvement. This highly positive school culture has contributed to school-wide growth in student learning outcomes.



## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.