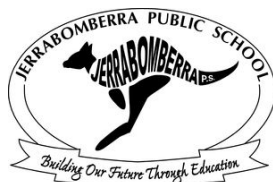


# Jerrabomberra Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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6299 8860

### Message from the principal

With our 960 students this past year, we have been challenged to ensure every student in our school is known, valued and cared for. We have endeavoured to ensure that every child achieves one year's growth in their learning and is continually improving at their own rate and to their best capability. We talk often about having a growth mindset and always improving. This is a manta that the children have come to know and understand that they have a part to play in their own education.

This year we also completed the "Be You" program (formally known as Kids Matter) and delved into the last section on resilience and combating anxiety. This seems to be one of the educational challenges of our time and we are hoping that training in this area will help us to help the many children in our society that seem to struggle with anxiety. We are a caring school and we do try to help our many students with strong guidance and support.

We continue to reinforce our values every day – Be Responsible – Respect, Safety and Honesty. We have also encouraged children to "Be Kind" to others and everyone will be happier.

Our P & C have worked hard for us again to provide many extras to keep our school progressing. This year, they successfully won a \$171 203 grant from the government to provide a cover over the basketball court. This will provide some amenity to the bottom demountable classrooms as well as a cover from the weather when it is wet and hot. We hope to see it rise from the asphalt in January and be ready for the new school year. We have also made some improvements to The Block with seats and shade structures and water stations. The P&C have also replaced interactive whiteboards for us as well as provide many laptops for technology skills to be more readily developed. We thank our hard-working volunteers who do so much for us.

We also have lots of projects over the 2019 vacation period.. Air conditioning was installed in the permanent classrooms by the department under the Cool Schools initiative. We were also pleased to have air conditioning installed in the Hall by the P&C at a cost of \$52 000. We resurfaced both netball court, had table tennis tables installed with the concrete beneath and shade sails over the play equipment. All in all, a busy but productive vacation period.

Academically, our students still shine. The time spent on L3 (Language, Literacy and Learning) in the junior years is starting to flow through to the senior years and our reading standards are always above expected levels. This year we also participated in a Maths program called Maths Burst initiated by The University of Canberra for all local schools. The aim is to improve the general mathematical capability through targeted spatial awareness lessons. The impact on our maths results over this time was outstanding and we hope to continue this growth in 2020.

Our school vision begins, *"In partnership with parents"* – today the education of a child is dependent on us all working together as a school community to obtain the very best for our children. Teachers, parents, office staff, support personnel, school counsellors et al have a partnership to ensure the very best for every student in our care. I thank you for another year of support and dedication to the education of the students of the Jerrabomberra community. By working together, we can make a difference.

*Chris Hunter*, Principal



## Message from the school community

As we come to the end of another school year, I am proud to write the P&C report.

I feel that we are lucky to have an active P&C that assists in providing important services and resources to the school. In part, these are a result of our successful canteen, uniform shop, fundraising activities and grant applications.

Our canteen is ran under the guidance of Megan and Jaye. They have made countless chicken wraps, served hundreds of slushies and baked thousands of mini muffins – and I'm sure students and parents alike are grateful that they do it so well.

Thank you once again to Karen, Bec and the Uniform Shop team. Thanks to your efforts, we are able to provide a wonderful resource which ensures we have well-dressed students.

The Fundraising Committee under Jaye's leadership has had another busy year. They successfully ran a number of fundraisers including the Easter Egg Raffle, School Discos and the Trivia Night.

As always, any money raised through these services and activities goes straight back into the school. This year funds helped purchase new Prowise boards, laptops, an oven and soon to be purchased and installed are sports equipment and storage, shade sails for the playground and air conditioning for the hall.

A very big THANK YOU to Kylie Prescott who wrote our application for the NSW 'My Community Project – Jerrabomberra Public School – Cover Our Sports Court'. Thanks to Kylie's hard work and the support of JPS family and friends, we were declared the recipients of a massive \$171,203. We await the installation of our new COLA in early 2020.

Once again I would like to thank Mrs Hunter for the amazing support she gives the P&C. Mrs Hunter goes above and beyond and I think you can all agree that we are a privileged to have her as our Principal – Thank you, Mrs Hunter!

I would like to thank my Vice-Presidents Belinda Merton and Rita Forner, Co-Secretaries Rob Titmarsh and Liz West and Treasurer Sandra Clutterbuck for all of your assistance and support this year. Thanks also to the P&C members; it is great to see you at meetings and lending a hand.

We are a successful P&C, which comes from the efforts of family, friends, the school executive, teachers and staff – thank you. You are the reason that JPS continues to be such a great school.

*Tanya Blewitt, President P&C – 2019*

## Message from the students

This year I have had the honour of being School Captain of this wonderful school. It was a dream of mine since kindergarten to be School Captain, so it has been such a privilege and I have enjoyed every minute of it. There were many highlights such as raising the flags each morning before school, running the assemblies with James, Lily and Riley, presenting my award at each assembly to hopefully brighten someone's day, attending the leadership conference, participating in the Anzac Day march and especially laying the wreath at the Battle for Australia Wreath Laying Ceremony at the War Memorial in Canberra on behalf of all the children of Australia.

I have made such great memories and thank you to all the teachers for their support. I wish my fellow Year 6 students good luck for High School. Thank you for giving me this opportunity to be School Captain in 2019 and I hope that the Captains for 2020 enjoy it as much as I did!

*Lilia Palic – School Captain, 2019*

## 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 970 students in 18 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2019, 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. We endeavour to ensure that every child is known, cared for and valued.

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 seventh year of Reading Support (formally known as Reading Recovery) for Year 1 students 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 9 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

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

## 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.

#### Improvement Measures

- 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.

#### Progress towards achieving improvement measures

- Process 1:**
- Implementation of "7 Steps To Writing" program to improve writing outcomes for students.
  - Implementation of the Literacy and Numeracy Progressions to accurately monitor student growth.
  - L3 practices in Years K – 2 maximise student growth in Literacy.
  - Training of all teachers Years 3–6 in "Focus on Reading" strategies.
  - Training on the successful teaching of Maths in all classrooms, leading to improved outcomes, understanding and enthusiasm for students.
  - Implementation of the Mathsburst program in Years 4 – 6 in partnership with University of Canberra..
  - Commitment to "Curiosity and Powerful Learning" TPL, leading to whole school improvement for teaching and students.
  - Training in robotics and coding are prioritised for teachers and students through Sphero PL.
  - Implementation of a school-wide technology plan in coding and robotics.

Evaluation	Funds Expended (Resources)
<p>Whilst programs have been implemented and students responded to the support the programs offered, there was not a marked improvement and movement in NAPLAN results which we would have expected. When averaged, the % in the top two bands were: In Year 3 Literacy – 61.75%, in Year 3 Maths – 37.4%, in Year 5 Literacy – 38.1% and in Year 5 Maths – 33.8%</p> <p>The Mathsburst implementation in Years 4, 5 and 6, via partnership with the University of Canberra, saw outstanding progress in general mathematical capabilities. These results were provided at the end of the year, well after NAPLAN and were therefore not evident in those results.</p>	<p>Over \$125 000 was spent on upgrading technology in the classrooms.</p>

#### Next Steps

The challenge for Jerrabomberra is to move the middle to the top two bands in most areas, but particularly in Maths and Spelling. The programs needs further implementation, targeted teaching and consolidation in 2020.

Technology programs need to be further supported and a school scope and sequence of skills updated.



## Strategic Direction 2

### 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.

#### Improvement Measures

- 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.

#### Progress towards achieving improvement measures

- Process 1:**
- Training and implementation of "7 Steps to Writing" allows teachers to build capacity and expertise.
  - Training and implementation of "Focus on Reading" in Yrs 3–6 builds on capacity and expertise to improve the teaching of reading in the senior school.
  - Ongoing L3 TPL and monitoring of data leads to continual improvement for teachers and students.
  - Draw on research-informed pedagogy to implement high quality professional learning e.g. L3, Curiosity and Powerful Learning, Progressions, How2 Learn, etc.

Evaluation	Funds Expended (Resources)
Whilst the take-up of this observation and feedback program has been slower than expected, there has been a core group of teachers who have embraced the concept and have found the processes valuable and worthwhile as a reflection tool for their teaching and planning.	Teacher Professional Learning funds and QTSS staffing allocation used to implement this. This was in the vicinity of \$65 000.
Teacher professional learning is of a high priority within the school which promotes a philosophy that we are all learners together – teachers and students. There is a growth mindset for all.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$10000.00)</li><li>• (\$0.00)</li></ul>

#### Next Steps

In the future, we would like to build on teacher collaboration at a stage and year level, aimed at building teacher capacity and confidence.

We would like to upskill and support classroom teachers in the use of technology, robotics and coding.

We would like to encourage more teachers to take on leadership aspirations and responsibilities within the school.

## 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.

#### Improvement Measures

- 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.

#### Progress towards achieving improvement measures

- Process 1:**
- Extension of The Resilience Project ideals of empathy, compassion and mindfulness – through KidsMatter Component 4 – "Helping Children With Mental Health Difficulties".
  - Complete HOW2Learn components.
  - Address Aboriginal students' learning and improvement.
  - Develop a RAP (Reconciliation Action Plan) for the school.
  - Create experiences and events to support students and staff wellbeing.
  - Students social and emotion needs are recognised and catered for.
  - Parent courses are sponsored to assist them with student and family wellbeing.
  - Feedback to students and parents is timely, useful and looking forward to what is next.

Evaluation	Funds Expended (Resources)
<p>Whilst we have made significant progress in the areas of wellbeing, we await the completion of the Kidsmatter unit (now rebranded as Be You) on mental health and anxiety. We still see this unit of the program as an essential component and a growing area of concern in our care of the wellbeing of many students.</p> <p>Our participation in the local Aboriginal Consultative Group has grown and now 5 staff members attend regularly.</p> <p>Two teachers began training in Mindfulness and we see this as being very worthwhile in our school.</p>	

#### Next Steps

Progress the Mindfulness program throughout the whole school with a co-ordinated approach.

Complete Be You teacher learning and revise our Learning Support team procedures.

Revise and update the school's Reconciliation Action Plan.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$9 601.00)</li> </ul>	Aboriginal students responded well to the chance to have individual and small group tuition in their areas of need. Students growth in confidence was noted and was a major outcome of the tutoring. Two students now have the confidence to give an acknowledgement of country at school assemblies and on important days in the school calendar.
<b>English language proficiency</b>	Departmental funding allocation.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$24 023.00)</li> </ul>	Students progressed along the ESL scales with their abilities. The benefits of working with the classroom teacher to address individual needs to support class progress is essential to this program of intervention. Some work was carried out with team-teaching in the classroom to best support students and teachers.
<b>Low level adjustment for disability</b>	Departmental funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$190 141.00)</li> </ul>	Students needs were catered for more easily with aide for the teachers, especially in the prime learning times of Literacy and Numeracy. Aides were also then available to support needy students on excursions and special activities so that we could have inclusive programs. The aides are there to support the child with their learning and the teacher with their teaching of all children to ensure that classrooms are effective learning spaces.
<b>Quality Teaching, Successful Students (QTSS)</b>	Departmentally funded in the way of 1.596 staffing component. The funding is not held by the school. This is basically 8 staff days each week.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$168 000.00)</li> </ul>	This funding component was used for staff to co-operatively plan programs in the First term. After that, it was mainly used to support classroom observations of teaching practise and in giving feedback to teachers. This was often undertaken in triads with two QTSS staff members on duty at each time. Reports from staff that used this funding in this way was that it was effective in having them reflect on their teaching practices and also learning from their peers.
<b>Socio-economic background</b>	Departmental funding.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$22 864.00)</li> </ul>	Both learning and participation needs were addressed from this funding area. This ensured that all students had equal opportunity to participate and succeed.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$20 000.00)</li> </ul>	Funding allowed time for planning and the support of a mentor off class to facilitate learning and time to process tasks without the pressures of the classroom. Some vital training, as in L3 training in Stage 1, was part of this release time.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	427	427	467	451
Girls	482	491	476	491

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	95.6	95.7	95.9
1	96	95.2	94.9	94.4
2	95.9	95.4	95.2	94.7
3	95.2	95.6	94.9	94.7
4	95	94.8	94.1	95.3
5	95.3	95.5	94.2	93.6
6	94.8	93.2	93.3	92.8
All Years	95.5	95.1	94.6	94.5
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.86
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

### 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	732,192
<b>Revenue</b>	7,764,002
Appropriation	7,341,881
Sale of Goods and Services	17,860
Grants and contributions	396,771
Investment income	6,789
Other revenue	700
<b>Expenses</b>	-7,556,878
Employee related	-6,539,602
Operating expenses	-1,017,276
<b>Surplus / deficit for the year</b>	207,124

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>	339,298
<b>Equity Total</b>	264,594
Equity - Aboriginal	6,901
Equity - Socio-economic	23,833
Equity - Language	32,568
Equity - Disability	201,292
<b>Base Total</b>	5,944,323
Base - Per Capita	221,869
Base - Location	0
Base - Other	5,722,454
<b>Other Total</b>	612,612
<b>Grand Total</b>	7,160,826

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.

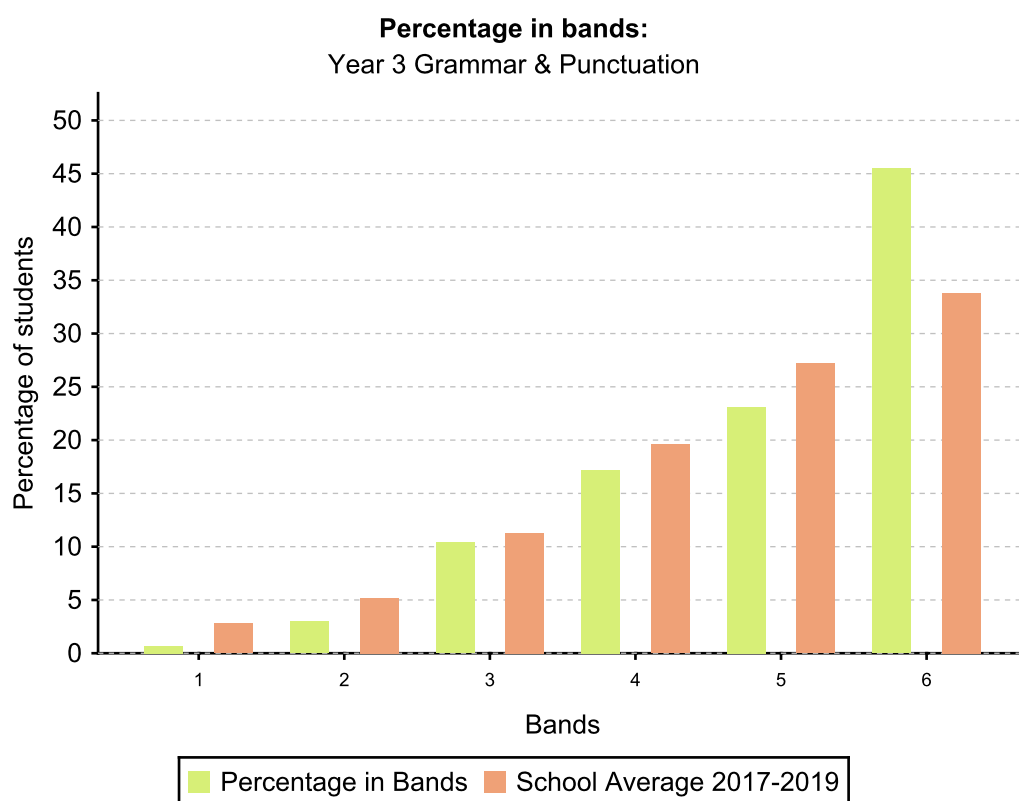


## School performance - NAPLAN

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.

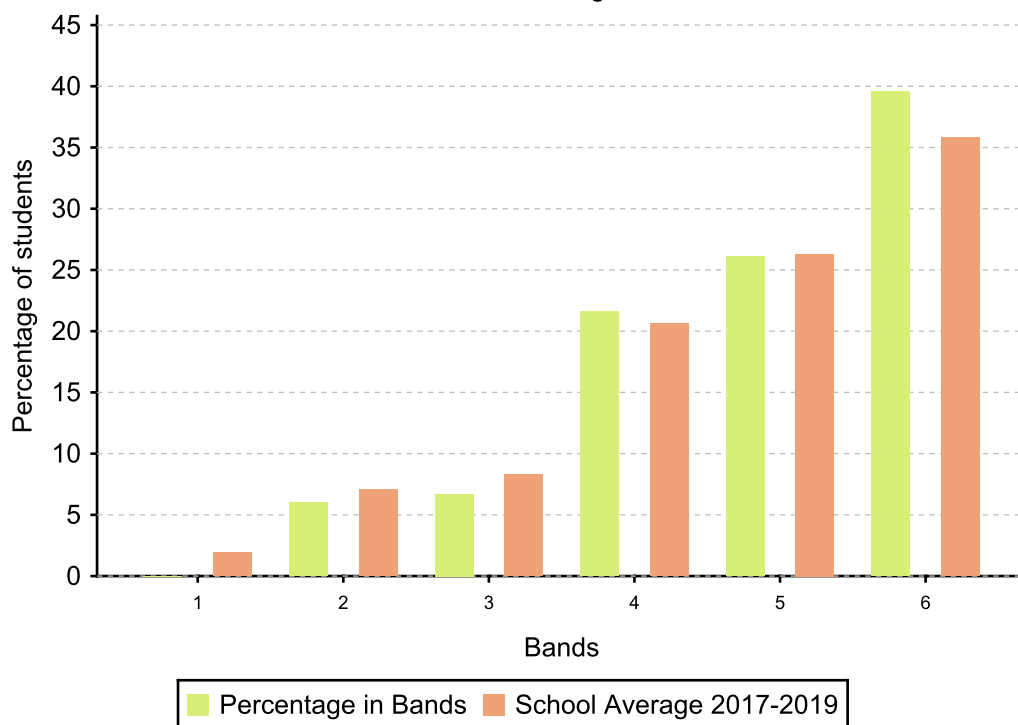
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.7	3.0	10.4	17.2	23.1	45.5
School avg 2017-2019	2.8	5.2	11.3	19.6	27.2	33.8

### Percentage in bands:

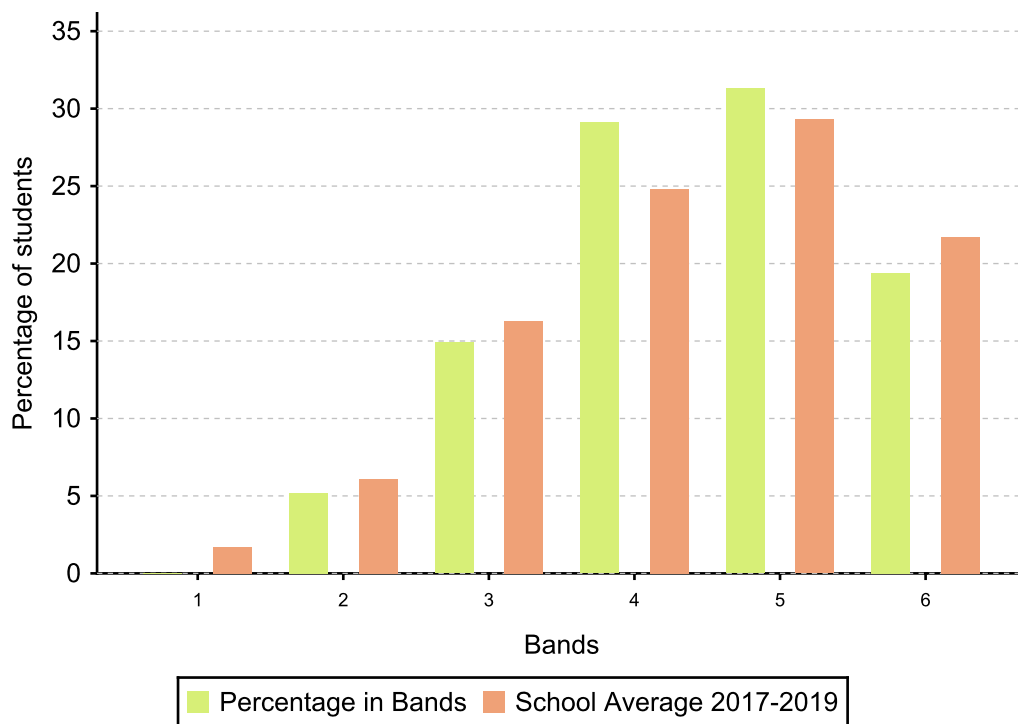
#### Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	6.0	6.7	21.6	26.1	39.6
School avg 2017-2019	1.9	7.1	8.3	20.6	26.3	35.8

### Percentage in bands:

#### Year 3 Spelling

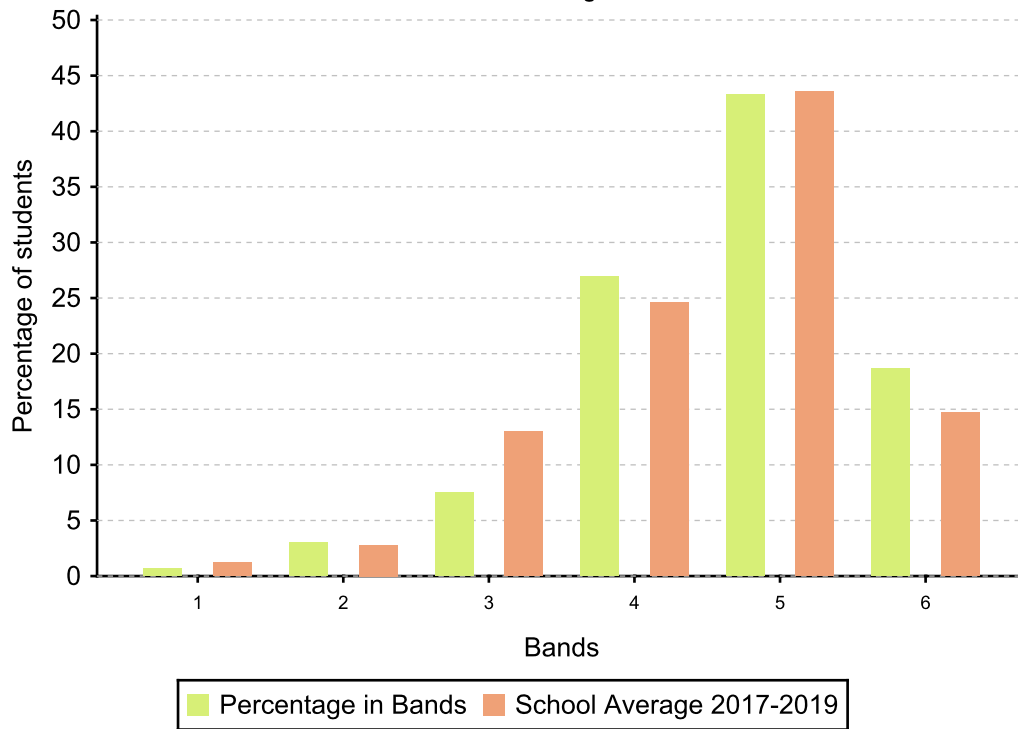


Band	1	2	3	4	5	6
Percentage of students	0.0	5.2	14.9	29.1	31.3	19.4
School avg 2017-2019	1.7	6.1	16.3	24.8	29.3	21.7



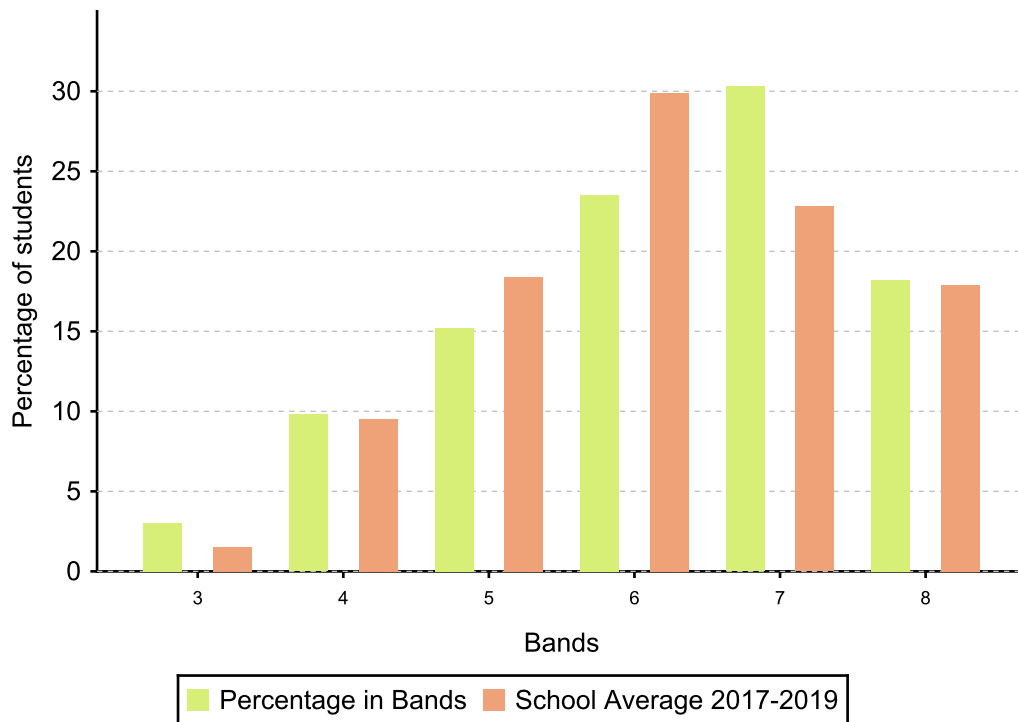
### Percentage in bands:

#### Year 3 Writing



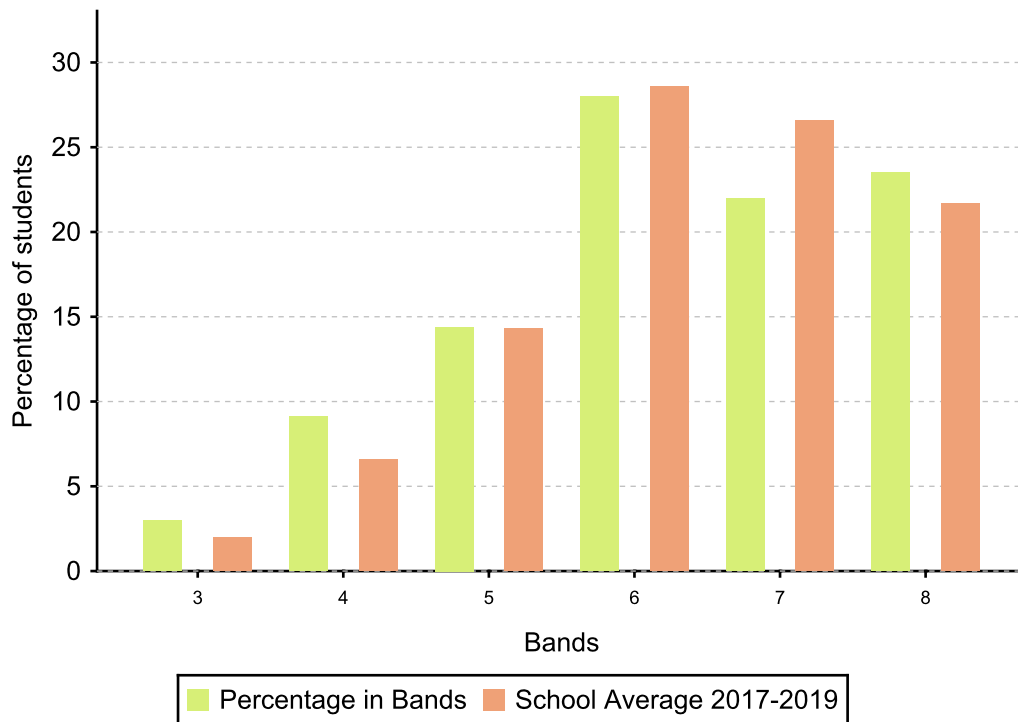
Band	1	2	3	4	5	6
Percentage of students	0.7	3.0	7.5	26.9	43.3	18.7
School avg 2017-2019	1.2	2.8	13	24.6	43.6	14.7

### Percentage in bands: Year 5 Grammar & Punctuation



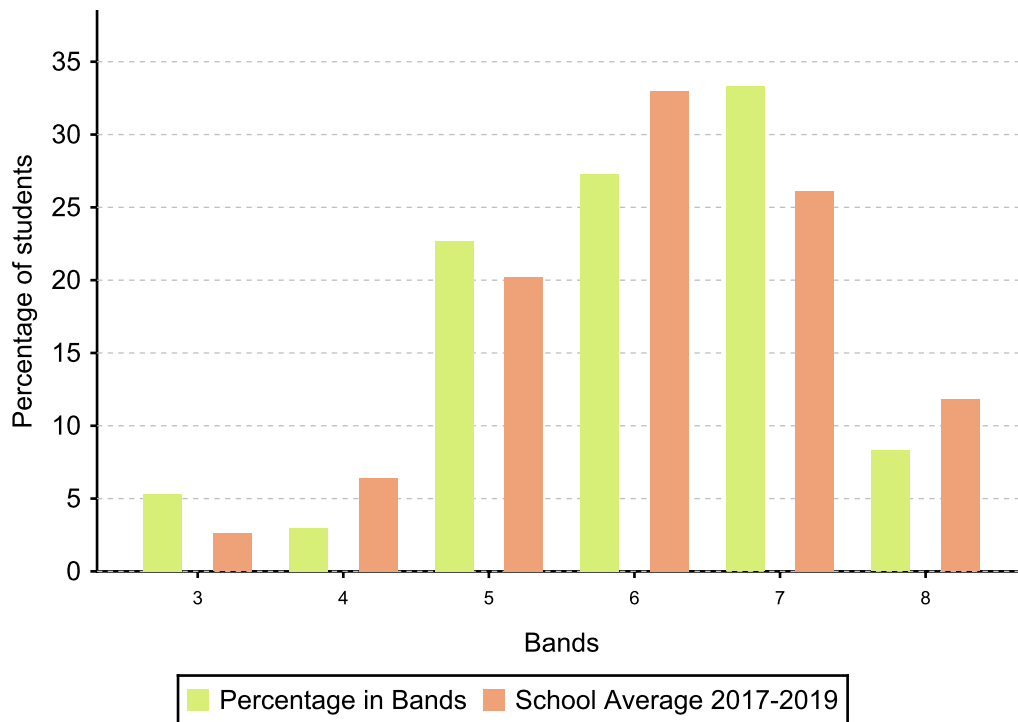
Band	3	4	5	6	7	8
Percentage of students	3.0	9.8	15.2	23.5	30.3	18.2
School avg 2017-2019	1.5	9.5	18.4	29.9	22.8	17.9

**Percentage in bands:**  
Year 5 Reading



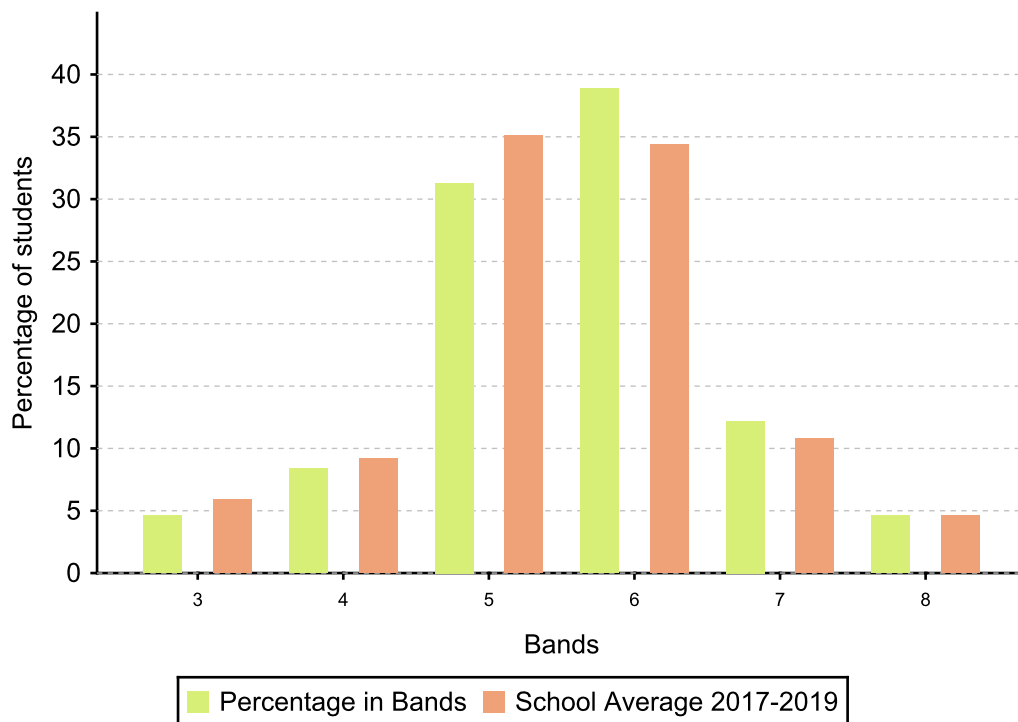
Band	3	4	5	6	7	8
Percentage of students	3.0	9.1	14.4	28.0	22.0	23.5
School avg 2017-2019	2	6.6	14.3	28.6	26.6	21.7

**Percentage in bands:**  
Year 5 Spelling



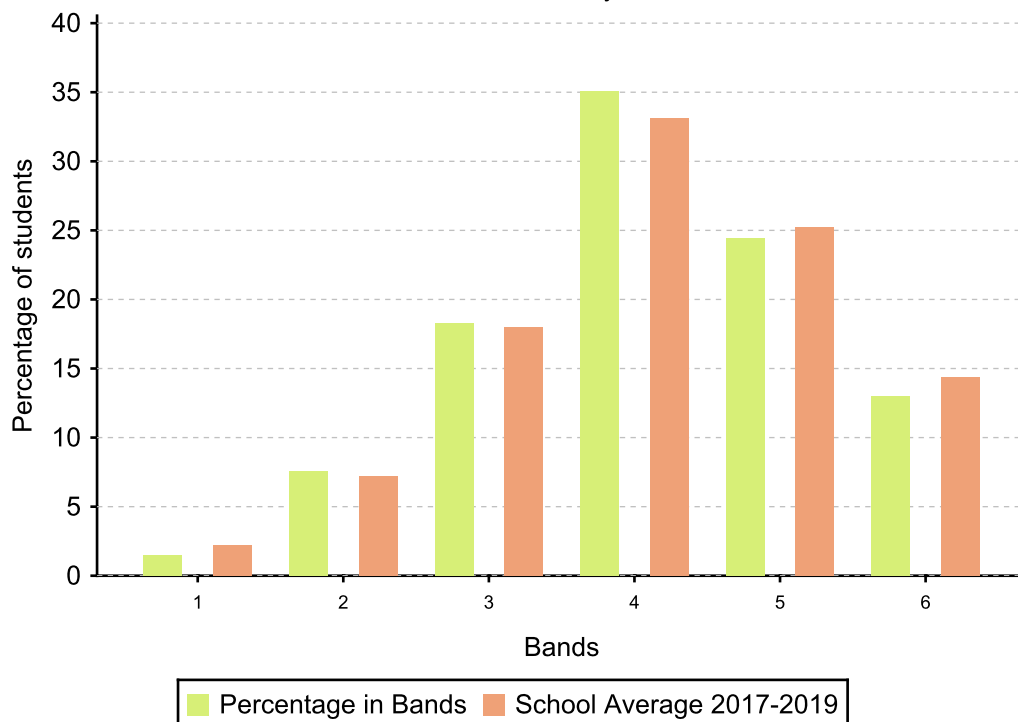
Band	3	4	5	6	7	8
Percentage of students	5.3	3.0	22.7	27.3	33.3	8.3
School avg 2017-2019	2.6	6.4	20.2	33	26.1	11.8

**Percentage in bands:**  
Year 5 Writing



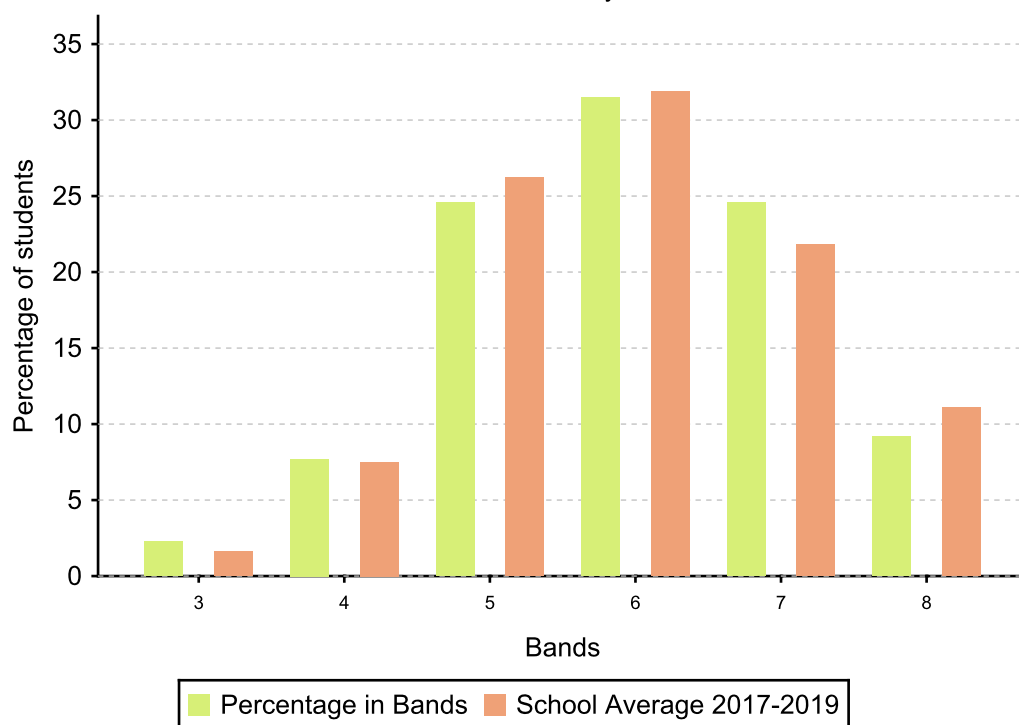
Band	3	4	5	6	7	8
Percentage of students	4.6	8.4	31.3	38.9	12.2	4.6
School avg 2017-2019	5.9	9.2	35.1	34.4	10.8	4.6

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.5	7.6	18.3	35.1	24.4	13.0
School avg 2017-2019	2.2	7.2	18	33.1	25.2	14.4

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.3	7.7	24.6	31.5	24.6	9.2
School avg 2017-2019	1.6	7.5	26.2	31.9	21.8	11.1



## 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 2109, 187 parents, 34 teachers and 383 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 are presented below. These are averaged out but in all areas, the responses were overwhelmingly positive towards the school.

### STUDENTS

Positive sense of belonging – 73%

Experiencing positive relationships – 90%

Value schooling outcomes – 92%

Positive behaviours at school – 92%

Interested and motivated – 68%

Effort – trying their hardest – 88%

Learning time is effective – 80%

Students who are victims of bullying – 25% (This dropped by 11%.)

Positive teacher/student relationships – 82%

Expectations of success – 85% (90% expect to go to University)

93% are proud of their school

93% of students thought that there were explicit teaching practices in the school

Computer access has made a difference to my learning – 91% answered yes

I have enjoyed the Mathsburst program (Years 4–6 only) – overwhelming 96% positive and enjoyed the challenges of the program.

### PARENTS

Parents feel informed about the school – average 78%

Parents talk with a teacher more than 2 or 3 times a year – 83%

Parents support learning at home – 66%

School supports learning and has high expectations– 75%

School supports positive behaviour – 78%

Safety at school – 74%

School newsletter is useful – 97%

School website is useful – improved rating of 92%

Emails are useful communication – 97%

Both formal and informal interviews were highly valued – 91%



Educational Aspiration – 96% students to complete Year 12

95% of parents found the school well-maintained, physically welcoming and easy to move around.

Access to technology has improved competencies – 90% yes

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, traffic and class sizes, we cannot address as a school community as they come under strictures over which we have no control. The best we can do is to manage them in our present circumstances.

## **TEACHERS**

Leadership and collaboration between teachers was rated at – 75%

Learning culture 81%

Data informed practice 80%

Teaching strategies and practice 83%

Use of technology 73%

Inclusive school with opportunities for all 85%

Parental involvement 75%

Challenging and visible goals 77%

Planned learning opportunities 78%

Quality feedback 77%

Overcoming obstacles to learning 79%

School is well-maintained – 100%

Laptops have enhanced classroom technology – 85%

Engagement with the Mathsburst program (Years 4 – 6 only) – majority of teachers had seen a benefit to student engagement and general improvement in abilities

L3 (Years K – 2) – majority of teachers agreed that it progressed students above their age cohort and bettered reading capabilities.

### **A Special Note:**

Many parents/guardians or significant people in the students' lives visited JPS in 2019 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. We are thankful for your support.

# 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.

Jerrabomberra Public School is an active member of the local Queanbeyan AECG with five staff members attending meetings regularly. We also host one meeting a year at this school. In 1029, we enhanced our school surroundings with Aboriginal art work painted by a local artist and with input by our Aboriginal students. This has been admired by all and is now a proud feature of our school.

Our school participated in the community walk in Queanbeyan for Reconciliation Day in May. We also celebrated NAIDOC Week across the school with art work, storytelling and other activities.

## 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.

We thank Mrs Hasler for being our Anti-Racism officer for the school over the past years.

## 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.

Our celebration of Harmony Day in March focused on our school recognising that we all belong and we all have a part to play in our school, no matter where we come from. We shared and appreciated differences and the need to be kind and considerate to all. We are one school and one nation. Lessons in classrooms acknowledged this event and orange was the colour of the day.

## Other School Programs (optional)

### 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 2019, Reverend Ruth Walton and Mrs Fiona Tollis shared 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 10th year and has added to our caring community. The chaplains also ran the Seasons for Growth program for a small group of students in needs in consultation with our school counsellor.

## 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 2019, 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 2019, we also began a Coding group with students after school. 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. In October, 2019, we farewelled Mrs Barry as she moved to Sydney and Mrs Nielsen took over the role full-time.

Some highlights of 2019 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.

