

# 2020 Annual Report

Jamberoo Public School



2218

# Introduction

The Annual Report for 2020 is provided to the community of Jamberoo Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Jamberoo Public School

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## School vision

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

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

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

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

## School context

Jamberoo Public School (144 students) has a dynamic and enthusiastic staff, and supportive community committed to quality education. The school enjoys a strong partnership with its community and values parental involvement. Highly effective programs in literacy, numeracy, technology, wellbeing, sport, creative and performing arts are all underpinned by high-quality teaching practices.

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

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

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Effective Learning

#### Purpose

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

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

#### Improvement Measures

Growth demonstrated in 'student performance measures' on the School Excellence Framework. Progression from delivering to sustaining and growing.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

45% of students in Year 3 and 38% in Year 5 are achieving in the top two bands in all areas of NAPLAN.

#### Progress towards achieving improvement measures

**Process 1:** Data Informed Learning - Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students and access to tailored support, extension or enrichment to maximise learning outcomes. Learning plans for individuals are collaboratively constructed for all relevant students.

Evaluation	Funds Expended (Resources)
<p>What does the evidence look like? Is there evidence of impact?</p> <p>Teachers took part in collaborative rounds four times throughout the year. This was two less than anticipated because of COVID-19. In these rounds, all teachers collected data from formative assessment and worked collegially to identify a specific numeracy goal for each to teach. They were then observed teaching this numerical concept. During targeted feedback from colleagues, coaching conversations took place to ensure that teachers developed more effective skills in reaching targeted children.</p> <p>The impact of this was that teachers improved practice and met syllabus requirements for more difficult content areas. It also supported the identified school goal of improving understanding of place value.</p>	<p>PL staff meeting &amp; Collaboration Rounds</p>

**Process 2:** Student-Centred Learning - Tailoring teaching and learning to meet the needs of the learners founded on the specific learning goals of individual students. Learning is based on understanding what students know and can do, what they need to learn next and how best to teach them. Student-centred learning experiences occur, which enable students to understand how they learn (How2Learn), and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Is every teacher focussed on setting challenging learning tasks which are student-centred?</p> <p>Teachers are carrying this out based on coaching areas which include targeted areas in comprehension in semester one and targeted areas in numeracy in semester two.</p> <p>Through student referrals to learning support, off the boil and enrichment groups we can see that teachers are better aware of where their students are up to and accommodating their individual learning needs. Through</p>	<p>PL staff meeting and Collaboration Rounds</p>

## Progress towards achieving improvement measures

completion of assignments linked to professional learning in EFFECTIVE MATHEMATICS - Jamberoo Public School there was improved teaching practice in numeracy to cater to a wider variety of learning styles. This has led to the school-wide scaffolding practices in mathematics.	
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## Strategic Direction 2

### Best Practice Teaching

#### Purpose

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

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

#### Improvement Measures

Growth demonstrated in 'data skills and use' on the School Excellence Framework. Progression from delivering to sustaining and growing.

Greater use of evidence-informed pedagogy by all staff, which is identified, modelled and promoted.

100% of teachers are maintaining current accreditation standards, with at least one staff member working towards higher levels of accreditation.

#### Progress towards achieving improvement measures

**Process 1:** Coaching and Mentoring - Formal mentoring and coaching take place, where colleagues share expertise to support peers and improve teaching practice, via classroom observations, discussions and self-reflection.

Evaluation	Funds Expended (Resources)
<p>How have the staff changed their personal practice and effective use of feedback?</p> <p>Staff are now consistently collecting numerical data to inform their practice. There has been an increased discussion about the assessments used and how to make judgments for future directions.</p> <p>The impact of this program in an increase in meeting the needs of students through better personal practice and the effective use of feedback.</p>	<p>\$4,250</p> <p>Collaboration Rounds</p>

**Process 2:** Implementation of collaboration rounds. Staff provided opportunities to collaboratively analyse and evaluate student literacy and numeracy data. Student data to be effectively utilised to collaboratively plan for future teaching and learning.

Evaluation	Funds Expended (Resources)
<p>What does the evidence look like? Is there evidence of impact?</p> <p>The staff have identified value in this program, however, it needs to have a further future evaluation because of the financial burden of the process.</p> <p>Staff have worked together in the utilisation of better usage of evidence and the quality of evidence collected.</p>	<p>\$4,250</p> <p>Collaboration Rounds</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		Review of resourcing and support for identified students. What data do we have to support evidence of impact?
<b>Low level adjustment for disability</b>	Learning support teacher working with identified students.	Which students will continue to be provided with learning support in 2021?
<b>Quality Teaching, Successful Students (QTSS)</b>	\$4,250 Collaboration Rounds	Where to next in 2021?
<b>Socio-economic background</b>	Learning support teacher working with identified students.	Which students will continue to be provided with learning support in 2021?

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	63	67	71	63
Girls	59	67	70	79

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	94.1	93.7	96.3
1	93.4	91.8	94.5	94.4
2	94.7	95.4	93.5	92
3	95.3	94.4	91.8	91.4
4	94	94.8	94.2	94.4
5	95.5	92.9	93.5	92.7
6	95.5	95	93	90.8
All Years	94.8	93.9	93.6	93.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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
Assistant Principal(s)	1
Classroom Teacher(s)	5.78
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.68

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	133,959
<b>Revenue</b>	1,543,258
Appropriation	1,484,703
Grants and contributions	58,392
Investment income	163
<b>Expenses</b>	-1,538,384
Employee related	-1,403,412
Operating expenses	-134,972
<b>Surplus / deficit for the year</b>	4,874
<b>Closing Balance</b>	138,833

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	91,977
<b>Equity Total</b>	64,635
Equity - Aboriginal	5,106
Equity - Socio-economic	13,757
Equity - Language	0
Equity - Disability	45,772
<b>Base Total</b>	1,238,717
Base - Per Capita	33,911
Base - Location	1,781
Base - Other	1,203,026
<b>Other Total</b>	54,599
<b>Grand Total</b>	1,449,928

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## Student Response: Matilda

2020 was definitely a year not to be forgotten. Luckily, through the ups and downs, our teachers were with us every step of the way. We started term 1 smoothly, with the general excitement of a fresh, new school year, everyone was happy. Then COVID hit, we suddenly went from normal school days to home learning. Everyone had their fair share of challenges, but we grew together and developed more independence, persistence and flexibility.

Then things started looking up. Around weeks 3-4, Term 2 we went to school 1-2 days a week. Finally, towards the end of term 2, we could go to school on normal school days. We had to do COVID safety measures, but we were all so happy to be back we didn't care. During the whole experience, I was so grateful for the support of my fellow peers and the teachers alike.

## Staff Response: Mrs Jacinta Milligan

Effective Learning- Strategic direction 1

Data-informed learning and student-centred learning-

During 2020 formative assessment remained at the forefront of data-informed planning, however, the ability to conduct this accurately was heavily impacted upon during late-term 1 and early term 2 due to COVID-19 and online learning. Although tasks provided some form of assessment, it was more challenging for teachers to provide targeted and timely feedback on tasks. After the return to school-based learning, I believe that teachers returned to their previous teaching style including collecting data (formative and summative), interpreting data and adjusting planning as a result of the data they collected. Targeted intervention, extension and enrichment were also heavily impacted by home learning with students who were already receiving support, 'bump it up' and enrichment not receiving the same level of teaching and learning that they received while in the regular school setting. Once students returned it seemed to be 'business as usual' in terms of support, 'bump it up' and enrichment. Students went back to receiving the student-centred learning and support they required.

Best Practice Teaching- Strategic direction 2

Coaching and mentoring:

During 2020, collaborative rounds continued until COVID-19. These rounds that could go ahead were beneficial for staff to receive collegial feedback and discuss best practice teaching. With the focus being numeracy for terms 3 and 4, I found that this process forced me to consider my teaching practice and decide if it was best practice or if alternative strategies or methods would be more beneficial. This process allowed teachers to be reflective and support their colleagues to achieve the best outcomes for our students at Jamberoo Public School. In terms of formal mentoring, I believe that COVID-19 didn't impact this process for me and my mentor teacher and myself had many opportunities to work collaboratively on my areas of focus throughout terms 3 and 4. As a result of this formal mentoring, I am now in the final stages of completing my proficient teacher accreditation.

## Community Response: Mrs Rebecca Binks

In 2020, the Jamberoo Public School P&C supported the school to achieve its targets of effective learning and improving teacher practice in the following ways:

- Purchase of additional Lego WeDo equipment to further bolster the technology resources in our library STEAM learning lab
- Purchase of seven hovercams for teacher use in classrooms, which enable teachers to project any resource or student work onto the big screen for a whole class experience - like fancy overhead projectors!
- Contribution of funds toward the furthering of Indigenous Education at a whole school level, in accordance with the NSW syllabus.
- Installation of adjustable netball posts on the school oval.

Covid-19 posed many challenges to both the students' school and home lives, but a strong relationship between the two meant that the children at JPS continued to thrive. We are excited to have our children growing up in such a supportive, encouraging environment and look forward to working with the school to continue this in 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.