

# 2020 Annual Report

## Jiggi Public School



2235

# Introduction

The Annual Report for 2020 is provided to the community of Jiggi 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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## Message from the principal

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In 2020 Jiggi Public School had two classes, Diamonds for our Infants and Opals for our seniors. COVID19 provided many challenges to the school year in 2020. Our school and school community thrived during this time as we moved to online learning and then the phased transition back to school. Teachers were quick to adapt to the changing landscape with minimal impact to student learning. Our school experienced success with our swimming relay team qualifying for state, however the championships were cancelled.

We ensured student learning and well-being were strong focuses during the year with the introduction of twice-a-term PBL rewards. We also collected strong data on student development and used this to complete a detailed situational analysis to shape the future school plan. We were excited in Term 4 to be able to offer our senior students a four-night school camp and be able to host a COVID safe end-of-year presentation.

Kind regards,

Ryan Swift



Darcy, Sol, Monte and Mr Swift following the Colour Run PBL Activity

## School vision

At Jiggi Public School the students are the highest priority. Every decision is, and always will be in the best interests of the students. Jiggi Public School strives to keep students safe, happy and engaged in explicit, meaningful learning. Our vision is for our 'Jiggi Gems' to be respectful, responsible, caring students who achieve their full potential. We will do this in close partnership with parents and carers.

## School context

Jiggi Public School has an enrollment of 31 students, drawn from the local area and travel to school by bus or car. The school attracts outstanding levels of support and involvement from parents and community members.

The school students are known as Jiggi Gems. There are two classes- Diamonds (K-3) and Opals (4-6). The school has a computer room, library, canteen, play equipment and Interactive Whiteboards in every room.

Jiggi Public School is also a proud member of the Big Scrub and Terania Community of schools and Rivers P- 12 which enhances our quality teaching and learning while providing a diverse range of experiences and opportunities for our students.



STEM learning in the Diamonds Classroom

## 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	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Quality teaching and learning

### Purpose

To sustain and develop a nurturing school culture focused on on-going learning and quality teaching, a planned approach to whole school wellbeing, and high levels of individual student academic performance.

### Improvement Measures

Moving from *sustaining and growing* to *excelling* in all 4 themes of the wellbeing element of the School Excellence Framework.

All students are supported and challenged to effectively use negotiated learning goals to show growth in Literacy and Numeracy.

### Progress towards achieving improvement measures

**Process 1:** Student wellbeing for optimal learning.

A whole school, strengths based approach to support wellbeing where each child is known and cared for to support their learning.

Evaluation	Funds Expended (Resources)
<p>Question - Are we supporting student's wellbeing for optimal learning?</p> <p>Data - Introduction of twice a term PBL reward days. Hosting a parent wellbeing session to gain ideas on how to support students. Reflecting on Sentral Data entries which direct future PBL focus areas. Having a once-a-week PBL lesson and include the PBL poster in the newsletter. Reflection of how the school is supporting student wellbeing against the school excellence framework. The school did not participate in the Tell Them From Me survey due to cohort size. The school Behaviour Management and Discipline Policy was revised in consultation with the school P&amp;C.</p> <p>Analysis - From the above data we are supporting student's wellbeing and seeking feedback on how we can continue to do so in what has been a challenging year. The introduction of twice-a-term PBL rewards has been positive in providing the students something to consistently look forward to.</p> <p>Implications - Supporting student wellbeing will continue to be a focus area in the upcoming school plan. Specific feedback data will be collected from students on their wellbeing and how the school can tailor specific programs to support this.</p>	School funded rewards

**Process 2:** Research informed pedagogy.

Draw on research to refine and implement high quality teaching and learning in Literacy and Numeracy.

Colleagial design and evaluation of learning programs, both within the school and the wider community of schools and partner high schools.

Evaluation	Funds Expended (Resources)
<p>Question - Are we using research informed pedagogy?</p> <p>Data - Visible Learning professional development as presented by Corwin Education, planned to begin in February 2020 but was postponed until July 2020 due to COVID restrictions. Visible Learning is based on John Hattie's research. Staff professional learning programs. Staff Personalised Learning Plans. Lesson observations and feedback to staff on using visible learning</p>	VL costing Time to meet with parents.

## Progress towards achieving improvement measures

strategies are currently being conducted. Most staff using learning intention and success criteria for selected lessons each day as recorded in their teaching and learning program.

Analysis - The above data indicated that we are on the journey in improving pedagogy using the Visible Learning strategies.

Implications - The monitoring of staff changing their practice through the professional learning provided by Corwin will continue into the new planning cycle. Data testing and verifying the impact of the learning on improved practice will include lesson observations and feedback, a document analysis of programs in literacy and numeracy, and teacher surveys. Data will also be collected to ensure that every student's learning needs are being met eg IEP, student reports and whole school monitoring of student performance.

## Strategic Direction 2

Effective communication and connections

### Purpose

To strengthen and sustain a school culture of high expectations, community engagement and continuous improvement.

### Improvement Measures

Increased parent involvement in student learning. There are at least 2 meaningful, learning focussed interactions, between parents and teachers each year.

Moving from *delivering* to *excelling* in the Parent Engagement theme of the Learning Domain of the School Excellence Framework.

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school approach to reporting to parents on their child's academic progress.

Evaluation	Funds Expended (Resources)
<p>Question- Are we implementing a whole school approach to reporting to parents on their child's academic progress?</p> <p>Data- All students have individual learning plans with consultation during parent/teacher meetings with all families. The P&amp;C is active in supporting student learning and was consulted in the creation of a school Behaviour Management and Discipline Policy. The school held a parents Wellbeing Forum to provide detail on how we are supporting wellbeing during COVID19 and seek feedback and suggestions. School self-reflection against the School Excellence Framework for Parent Engagement. Individual student reports at the end of semester 1 and semester 2. Counsellor notes for required students. Calling parents to provide positive feedback around student work.</p> <p>Analysis - The above data indicated we have been implementing meaningful conversation around student growth and development and speaking to parents about supporting student learning and student achievement.</p> <p>Implications - The school will continue to look at and reflect on the most effective ways to report on student academic progress in a meaningful way with parents. A system to systematically report on positive student growth in addition to twice yearly reports could be established.</p>	<p>Staff release to meet with parents and complete IEPs.</p>

**Process 2:** Teachers reflect on their practice of explicit teaching in relation to syllabus outcomes.

Evaluation	Funds Expended (Resources)
<p>Question- Are teachers reflecting on their practice of explicit teaching in relation to syllabus outcomes?</p> <p>Data - Programming assessment and feedback. Development of scope and sequence in targeted learning areas. Professional learning minutes. Using specific assessment scaffolds which reflect syllabus content. Using the learning progressions to assess student growth and development. Goals outlined in staff Performance and Development Plans. Learning Intentions related directly to syllabus outcomes.</p> <p>Analysis - From the above data teachers have been programming and planning using syllabus outcomes and targeting areas of focus based on student results.</p>	

## Progress towards achieving improvement measures

Implications - Staff have continued to teach to specific syllabus content areas. This has worked in collaboration with visible learning in developing learning intentions for lessons.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Loading 6,254	<p>Question- Are we creating and working towards goals in IEPs in collaboration with parents and did we conduct a language program?</p> <p>Data - Student IEPs. Notes from parent meeting in setting goals for IEPs. Teacher feedback from Term 4 language program. Attendance and participation in NAIDOC Week celebration by our school and neighbouring schools. Student work samples from language program.</p> <p>Analysis - From the above data we initiated two meaningful programs which supported the learning of our ATSI students and promoted local Aboriginal Culture and Language. The NAIDOC week celebrations were a great success with four schools participating in a range of activities presented by local members of the Aboriginal Community. The SLSO supported student learning and assisted ATSI students reach goals set-out in their IEPs.</p> <p>Implications - The language program was well received. We utilised the language tutor from a neighbouring school. It would be fantastic to have access to our own Bundjalung language tutor to run an extended program across the whole year.</p>
<b>Socio-economic background</b>	Socio-economic background funds - 10,938	<p>Question - Are we meeting student needs through the employment of a SLSO and did we make the senior school excursion accessible for all students?</p> <p>Data - The SLSO was working towards targetted needs in student IEPs. Student assessment results reflecting academic growth in targetted areas. All students attended the school excursion.</p> <p>Analysis - The SLSO working with targetted students supported student growth and development and was well received by the school community. In a disrupted year it was great for all students to be able to access the senior school excursion.</p> <p>Implications - The school will continue to reflect on the use of our socio-economic background funds and ensure it is used to support students access to quality teaching and learning along with extra-curricular activities.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	18	15	15
Girls	12	15	14	13

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.2	87.4	91.4	90.5
1	94.9	93.7	92.7	88.1
2	95.9	93.7	97.9	90.2
3	94.7	96.6	96.4	95.7
4	95.4	97	95.5	94.4
5	95.2	93.5	93.6	90.3
6	89.4	97.2	95	90.7
All Years	94.7	94.7	94.3	90.8
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
Classroom Teacher(s)	0.74
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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>	138,645
<b>Revenue</b>	577,438
Appropriation	564,549
Grants and contributions	12,616
Investment income	274
<b>Expenses</b>	-582,641
Employee related	-500,597
Operating expenses	-82,044
<b>Surplus / deficit for the year</b>	-5,203
<b>Closing Balance</b>	133,442

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>	0
<b>Equity Total</b>	44,118
Equity - Aboriginal	6,254
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	26,925
<b>Base Total</b>	390,921
Base - Per Capita	6,975
Base - Location	1,581
Base - Other	382,365
<b>Other Total</b>	12,286
<b>Grand Total</b>	447,325

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.



Deep Learning in the Diamond classroom

## Parent/caregiver, student, teacher satisfaction

In Term 3 the school conducted an anonymous community survey to gain feedback on how we are managing the ongoing COVID situation with an additional question around how we are meeting student needs with the option for additional comments. 74% of families returned this survey which showed a high level of engagement. The responses were very supportive of the school with areas of improvement around student well being and creative playground spaces. In Term 4 we will conduct a further parent satisfaction survey.

At the end of Term 4 the school conducted an anonymous student survey. Some results include; 70% of students responding positively to being known, valued and cared for, 60% of students indicating staff know their strengths with a further 35% indicating teachers know some of their strengths, 95% of students indicated positively to being expected to do their best work, 100% of students enjoying the introduction of twice-a-term PBL rewards and 95% of students indicated that the teachers cared about them



Opals Excursion to Coffs Harbour

# 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.



Colour Run PBL