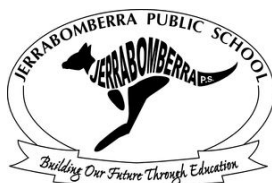


# 2020 Annual Report

## Jerrabomberra Public School



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# Introduction

The Annual Report for 2020 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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## Message from the principal

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What an extraordinary year we have all had! 2020 will go down in all of our memories as a very different and challenging time for everyone in our school and wider community.

Firstly, during January and February, we endured the pall of smoke from the devastating bushfires that affected so many, even families while they were on holidays at the coast. This then continued locally as we watched the Namadgi fire burn across the distant mountains and keeping everyone on edge. There were days when we had to constantly monitor smoke levels and keep students inside.

Then came the hail which striped our trees, dented our cars and smashed roofs. Many homes in Jerrabomberra were damaged and repairs continuing throughout the year.

So when COVID came along, we were really starting to wonder, what next? There can be no doubt that COVID will have a lasting and memorable effect on us all. When we realised that Home Learning would be enforced, our staff rallied to prepare on-line learning so that children could continue to learn and follow the curriculum. We would not just provide "busy work" but meaningful learning to try and keep students up-to-date.

We are indebted to the parents and students who worked so hard to maintain some normality with schoolwork during this time. It has been a steep learning curve for us all; new technologies mastered, experts with ZOOM, Seesaw and Dojo, video lessons and strong communication skills. These are now skills that will stay with us long into the future. We have endured graduated return-to-school, ZOOM assemblies, no canteen, no parent helpers and have survived. I should have been counting the number of sanitiser bottles we have emptied and the number of wipes we have used to maintain clean and healthy spaces at school. No doubt, there are some practices that we should maintain. But we have all survived and there were zero cases of COVID reported in our school. Thank you everyone for your efforts to keep us all safe.

This was a major team effort. Our teachers worked tirelessly to maintain contact and prepare lessons. The Office staff changed many processes to encourage healthy and safe practices. Mrs Boulding was in charge of uploading our online lessons each Monday morning onto our website. Our cleaners took extra care and we had extra hours provided. Parents assisted their children and many commented finding a new respect for the work that teachers do on a daily basis. Whilst there are still some regulations in place, we look forward to a new and more normal year in 2021 - here's hoping!

At last, our COLA over the basketball court was begun. It was finished by the end of the year and provide shade and shelter from the weather for our bottom classrooms. We have also had a recent announcement of a 13-unit OoSH centre to be installed at the bottom of our playground to house before and after school care and increased places. This is great news for our community and it should be operational in the new year. This is a bonus for the school as we can use the space during school hours.

I thank the P&C for their continued support and caring as we have navigated this difficult year. It may have been quiet on the fundraising front but your constant guiding hand and opinions are much appreciated. As with all years, it is the community spirit of working together to achieve the best for all students that makes Jerrabomberra Public so special. We are the school of choice for many students and their parents and we appreciate your support and dedication, especially in this very different year. The "In partnership with parents" section of our school mission statement took on a whole new meaning this past year. Our gratitude is immeasurable.

Looking forward to a less eventful 2021, yours in education,

Chris Hunter

Principal

## Message from the school community

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Congratulations on completing your 2020 schooling. What a memorable year it has been for us all, including for the P&C. Like so many organisations, this year the P&C moved our meetings to ZOOM and kept working - wigs and all. To all P&C volunteers, thank for your unwavering energy to deliver as much as possible in a challenging year. You are an amazing group of people.

Covid-19 impacted many of our fundraising efforts. Most notably we were unable to host our giant biennial school fete and our trivia night. But, we aim to bring the fete fanfare, trivia night triumphs and array of fundraising activities back in 2021. Look for details on our P&C Facebook page and in the school e-newsletter; we would love to celebrate with you all.

To Mrs Hunter and JPS teaching team, thank you from the P&C for your commitment in 2020. The pandemic and social



distancing meant new ways of working for so many of us as home learning became the new norm. What a workload! Thank you for continuing to teach the children of essential workers in the classroom and reaching out, via ZOOM, email, or phone to the parents and students learning from home. A mammoth effort for a school with nearly one thousand students.

To the students, remember this year at Jerrabomberra Public School. Think about those who helped you, those who taught you, those who've been kind to you and share that energy with those around you. To all our students, returning, moving or transitioning to high school, may you always be brimming with Jerra pride and spirit. Wishing everyone all the best and a successful 2021.

Kylie Prescott

JPS P&C President

### Message from the students

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Wow! What a rollercoaster ride of a year 2020 has been! There were many ups and downs but through it all I had the honour and privilege to be JPS' 2020 School Captain. One of the downs of the year being COVID19, meaning that a lot of things had to change, so everything that we used to do as captains in previous years became very different. ~ *Isabella Carnovale, School Captain, 2020*

It has been a privilege and honour to be your School Captain for 2020. What a year it has been, some might say unprecedented. 2020 has been the most unique year for all students across the country/world, and we at JPS have been very fortunate for all our dedicated teachers, principals and school administration for supporting us through these challenging times. What I have loved most about my time at JPS is our great school community and our awesome teachers. I want to thank all our teachers for their dedication to our learning and helping us to unlock our potential, and I know I have personally benefited from this. ~ *Lucas Jordanoski, School Captain, 2020*

Being a captain isn't about coming first in sports carnivals or being the most popular person in school which is what I thought it was. It's about being kind and helpful and that really is what people will remember most about you. ~ *Laura Del Bianco, Vice-Captain, 2020*

Being one of the School Vice-Captains for 2020 has been an amazing experience for me. Running a few assemblies and working with Lucas, Isabella and Laura was a blast but due to COVID, we haven't got to experience all the ways we could represent the school. ~ *Connor Mills, Vice-Captain 2020*





## School vision

*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 19 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2020, there were 38 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 eighth 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 a Defence School Mentor 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 10 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
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	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.

#### Overall summary of progress

Due to the cancellation of the 2020 NAPLAN testing, it is difficult to compare to previous years' data. However, it is calculated that between 70 - 75% students reached one year's growth in 2020 in a variety of areas.

#### 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 progress was being made in writing, the effect of COVID meant that gains in the first two years were not seen in 2020. The consistent collection and analysis of Literacy and Numeracy data improved and allowed teachers to track a year's growth for students. L3 in K-2 proved a consistent and reliable way to track individual progress.</p> <p>The University of Canberra Mathsburst program was delivered for students in Years 4 - 6 and data reflected a growth in general mathematical ability.</p> <p>With COVID came an boost to technology skills for staff and students and the school updated resources so that laptops are available to more students across all age groups but particularly Years 5 &amp; 6 in preparation for high school. Robotics was introduced to a variety of year levels throughout 2020.</p>	<p>\$160 000 was spent in updating technology resources. \$22 000 was spent in Teacher Professional Learning in the Literacy area.</p>

#### Next Steps



Writing appears to have been adversely affected by COVID in 2020 so an emphasis will continue in this area.

The use of technology to build skills in all year levels will continue, with an emphasis of extending into the lower grades. This is necessary to prepare students for a growing number of on-line assessments which require a high level of technological skills. The financial input by the P&C has been strongly supported this area and will lead to robotics programs.

Support for improved mathematical growth across all year levels will be a focus. This includes a commitment to the Mathsburst program in partnership with the University of Canberra for Years 3 - 6 as well as the ELSA program for Kindergarten. The use of an instructional leader for maths, as well as extended boost and extension groups will be used to raise mathematical levels.



## 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.

#### Overall summary of progress

The collection of data was certainly improved and more consistent across all grades due to the collaborative work of teachers and their supervisors.

Due to the lack of NAPLAN data, it was difficult to track the progress from the previous year to the end of this planning cycle.

In 2020, we supported four teachers to gain their accreditation and one executive to work towards lead accreditation. Two staff members studied and achieved their Master of Education.

81% of students responded that their learning time was effective.

#### 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)
<p>Due to the interruptions of COVID, Seven Steps Writing progress was difficult to monitor and compare to past progress. Generally, growth was not seen over the past 12 month and concepts of this program will need to be revisited. Reading growth continues to be an area of strength in the school with the majority of students reaching age appropriate levels or above - Year 3: 88% and Year 5: 87%.</p> <p>The L3 program in Years K, 1 and 2 greatly assisted teachers to embed strong, small-group teaching practice and to consistently track student progress.</p>	<p>\$55 174 was expended on Teacher Professional Learning during 2020. A significant proportion of this training was completed online due to COVID restrictions. Teaching staff are to be commended for their commitment to upgrading appropriate technological skills during this period.</p>

## Next Steps

A focus on upskilling teachers in the teaching of mathematics will be strongly supported within school planning and classroom practices.

The implementation of new syllabuses in K-2 English and Mathematics. Strengthening phonics teaching and learning within spelling and reading programs.





## 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.

#### Overall summary of progress

Parent teacher interaction were actually strengthened during the COVID period as teachers and parents worked to ensure continuity of education with home learning. Many parents commented that they had a newfound respect for all that teachers do. Technology allowed increased communication with parents during this time. Parents and students indicated positive responses in the TTFM survey with 96% of parents rating formal and informal interviews highly and 93% students being proud of their school.

#### 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>The Mindfulness Program was implemented through teacher training and classroom implementation. The children enjoy the opportunity to unwind with a few minutes of calmness after the busy playground at lunch and to refocus their minds ready for learning. The Resilience Project ideals of empathy, compassion and being mindful are promoted in all classrooms.</p> <p>Our Reconciliation Action Plan (RAP) was completed and is now due for review in 2021. A new format for Aboriginal ILPs was developed and will be trialled in 2021.</p>	<p>\$ 11 000 was allocated to mindfulness training for teachers to facilitate classroom programs.</p>

#### Next Steps

A continued emphasis on student and teacher wellbeing in 2021 will be required to compensate for the disruptions experienced during COVID. Training in 1, 2, 3, Magic for teachers and parents is planned to support student behaviour and self-regulation. For teachers, it will be an opportunity to gain greater competency in emotional coaching. We aim to strengthen our ties with our Aboriginal families and better assist and track their progress.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Our funding source from the Department of Education was \$8 537 which was dedicated to one-on-one and small group tutoring for 12 Aboriginal students across grade levels.	Support was given one day a week over two terms in literacy, more particularly in the area of writing. The tutor consulted with the classroom teachers to confirm the individual needs of the children. Work samples were collected both before and after tutoring as evidence of progress.
<b>English language proficiency</b>	The allocation for English Language Proficiency was \$27 808. This allowed Mrs Ellis to work with children of EAL/D background one day a week to progress their English language and writing skills.	The teacher rotated through all age groups throughout the year to provide support for these students. Her program and tutoring was aligned with students' needs always in consultation with the teacher so that offered support complemented their classroom work. Through this funding, approximately 50 students accessed support.
<b>Low level adjustment for disability</b>	The resources to support students with disabilities was \$203 328. This was used to employ School Learning Support Officers (SLSOs) commonly known as teacher's aides to support students in classrooms.	This funding allowed for specialised training of aides and teachers as well as a small amount of planning time for the teacher. Time was also provided for meetings to transition the students to new classes at the end of the year. However, the majority of funding was expended on aide time within the classroom setting to support the recipient student. This benefited the child's progress and assisted the teacher provide the best educational outcomes for the student.
<b>Quality Teaching, Successful Students (QTSS)</b>	This was a 1.6 staffing allocation to facilitate the employment of teachers to support teachers with quality teaching practices and leading to successful students. The monetary value of this staffing allocation was \$183 537.	The funding was used to ensure that we had two teachers here at the one time to best facilitate collaborative planning at each stage level. They replaced class teachers to allow planning and curriculum work to benefit all teachers and students on the grade. At times, they replaced teachers for professional learning. The release also allowed teachers to observe others practice and to learn from it. Supervisors also were released to go and support classroom practice and to team teach.
<b>Socio-economic background</b>	The amount provided in this area was \$29 365. This funding can be used to support students in need of financial support to fully engage in their education.	All students in need received funding support when requested by parents and carers. The school also offered, on occasion, to cover costs to ensure equity in accessing activities, camps and school uniforms. Funding was also used to subsidise some events such as Footsteps dance program and bus travel to events.
<b>Support for beginning teachers</b>	Funding was provided for three early career teachers at \$14 000 each to allow extra time off-class in their initial year.	The funding was used to allow these early career teachers to access extra training and two hours a week extra RFF to facilitate their development in their first year. Funding was also used to give their supervisor time off class to mentor them. This time was helpful in promoting collaborative teamwork to support a successful orientation to a new teaching career in the NSW system.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	427	467	451	467
Girls	491	476	491	492

Our enrolment figures have remained relatively stable over the past 4 years. However, in 2020 our numbers were the highest yet. We do not expect a further rise in the future.

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	95.7	95.9	96.2
1	95.2	94.9	94.4	95.9
2	95.4	95.2	94.7	96
3	95.6	94.9	94.7	96.2
4	94.8	94.1	95.3	95.7
5	95.5	94.2	93.6	96.6
6	93.2	93.3	92.8	95.2
All Years	95.1	94.6	94.5	96
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.

Despite COVID learning and its impact on school attendance, we are proud of the efforts and commitment of our students to continue their learning whether it was at home or at school. Compared to other schools, we maintained well above average attendance during the COVID lockdown due to the large number of students whose parents were considered essential workers - government, Defence forces, hospital and the like. Our attendance rarely got below 300+ students even at the height of the COVID lockdown. In 2020 our attendance rate was 96%.



## Management of non-attendance

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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)	37.91
Literacy and Numeracy Intervention	1.26
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.6
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, 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.

In 2020, staff members undertook most training in on-line mode. Even staff meeting within the school were undertaken by ZOOM as staff members met in COVID-safe numbers and with appropriate social distancing. Mindfulness training was completed by all staff as part of our wellbeing efforts and this was particularly helpful on students return to school after lockdown. Students appreciated a quiet time to gather their thoughts after the "busy-ness" of the playground.

A significant amount of teacher professional learning in 2020 was completed in the teachers' own time, many after school hours.



## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	939,316
<b>Revenue</b>	8,269,348
Appropriation	7,850,011
Sale of Goods and Services	19,715
Grants and contributions	397,085
Investment income	2,037
Other revenue	500
<b>Expenses</b>	-8,026,942
Employee related	-7,083,882
Operating expenses	-943,060
<b>Surplus / deficit for the year</b>	242,406
<b>Closing Balance</b>	1,181,722

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.

In 2020, with the impact of COVID, spending was curtailed especially in the area of teacher professional learning as many courses were held over or went ahead online at reduced costs. Also normal supplies were not required due to reduced numbers of students so expenditure was less. The impact on expenditure was that less was spent during this time for a variety of reasons. Also the expenditure on relief staff was less due to the way staffing moved to working every second day from home. Expenditure on student activities was also less as visitors and presenters were not allowed on site and excursions were curtailed.



## Financial summary - Equity loadings

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>	325,458
<b>Equity Total</b>	269,075
Equity - Aboriginal	8,575
Equity - Socio-economic	29,365
Equity - Language	27,808
Equity - Disability	203,328
<b>Base Total</b>	6,443,809
Base - Per Capita	227,589
Base - Location	0
Base - Other	6,216,219
<b>Other Total</b>	582,695
<b>Grand Total</b>	7,621,037

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

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.

Although NAPLAN did not go ahead, the students in Years 3 and 5 undertook an online Check-In Assessment. This assessment had elements of literacy and numeracy included and was meant to help and support schools to gain an insight as to where their student cohort was placed after the COVID lock down and home learning.

The results achieved by the Jerrabomberra students was commendable under the circumstances. They are as follows:

### Check-In Assessment, 2020

**Reading:** Year 3 - 61.7% and Year 5 - 67.0%

**Numeracy:** Year 3 - 62.1% and Year 5 - 60.9%

The above percentages are comparable to or above the State averages.

Areas for further consideration on analysis of this data:

From studying the data in **Reading**, the areas for focus and consolidation are:

#### Year 3:

- Reinforce and revise the Super Six Reading Strategies
- Language and grammar features need consolidation

#### Year 5:

- Identifying main themes in a moderately complex text.
- Reinforce and revise the Super Six Reading
- Strategies, particularly predicting and making connections

From studying the data in **Numeracy**, the areas for focus and consolidation are:

#### Year 3:

- Knowledge of place value and particularly relationship to decimals.
- Comparing measurements and converting formal measurements

#### Year 5:

- Knowledge of place value and particularly relationship of decimals

### YEAR 6 VALID SCIENCE - 2020

135 Year 6 students sat for the VALID Science assessment in Term 4, 2020. The average score was 87.67% which was 4.5% above the state average. It was also 3.5% above the like schools group. This is very pleasing and evidence that our adoption of the Primary Connections Science program and the continued resourcing in this area is paying dividends to students' science capabilities.

67.6% of students scored in the top 3 bands for this assessment.

## Parent/caregiver, student, teacher satisfaction

In 2020, we once again opted to use the ***Tell Them From Me*** survey to gather information from students, teachers and parents. The only difference in 2020 was that we chose the shorter version of the survey for students. This meant that students had less questions to answer and the questions were simpler and in more appropriate, student-friendly language than in the past. Teachers reported that the students seemed more engaged in the survey with this change.

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 2020, 185 parents, 37 teachers and 399 students responded to the survey. Data collated reflects opinions on advocacy, expectations and a sense of belonging. 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.

### STUDENT RESPONSES:

Positive sense of belonging - 72% (We feel this could have been one impact of COVID isolation - 5% down on 2019.)

Positive behaviours at school - 87%

Interested and motivated - 63%

Learning time is effective - 81%

Students who are victims of bullying - 27% (This 10% below state average.)

Expectations of success - 98%

93% are proud of their school

Overall, advocacy was at 88%, expectations were at 98%, belonging was at 78% and positive wellbeing was at 86%.

Students thought they had improved most in Maths, Spelling and Technology.

Identified areas for further improvement were: the toilet facilities, Maths and Writing.

### PARENT RESPONSES:

Parents feel welcome - average 78%

Parents feel informed - 71%

Parents talked to teacher 3 or more times - 86%

Parents support learning at home - 69%

School supports learning and has high expectations- 77%

School supports positive behaviour - 78%

Safety at school - 73%

School newsletter is useful - 91%

School website is useful - improved rating of 92%

Emails are useful communication - 91%

Both formal and informal interviews were highly valued - 96%

Educational Aspiration - 98% students to complete Year 12

92% of parents found the school well-maintained, physically welcoming and easy to move around.

Learning from home - 95% of respondents found learning at home well supported and resourced by the school during COVID with school contact and support a highlight

Generally speaking, there were many positive and supportive comments about the school.

Areas that parents thought the school had improved in most was Reading.

Areas for further improvement were Maths, Writing and social skills.

#### **TEACHER RESPONSES:**

Leadership and collaboration between teachers was rated at - 69%

Learning culture - 82%

Data informed practice - 79%

Teaching strategies and practice - 83%

Use of technology - 72%

Inclusive school with opportunities for all - 84%

Parental involvement - 73%

Challenging and visible goals - 75%

Planned learning opportunities - 78%

Quality feedback - 74%

Overcoming obstacles to learning - 78%

School is well-maintained - 99%

Home learning was supported and resources well - 91%

Areas that teachers thought the school had improved in most were Technology, Maths and Reading.

Areas for further improvement were Maths, Writing and Technology.

#### **A Special Note:**

Due to COVID restrictions, we were unable to invite parents and carers into the school for many events and meeting. However, we worked with parents and carers via ZOOM, Dojo, Seesaw, emails and telephone to ensure that we continued on the learning journey for all students. Parent-Teacher Interviews, whilst different in 2020, showed the highest attendance by parents/guardians with about 95% 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 in extremely challenging times. We are thankful for your support.

# 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.

Jerrabomberra has a strong representation at the local AECG (Aboriginal Educational Consultative Group) in Queanbeyan. On average, four staff members regularly attend these meetings which are held twice a term. At these gatherings, schools report about school activities regarding Aboriginal education and it is a great opportunity for schools to learn from each other.

In 2020, we reviewed and revised our Aboriginal Personal Learning Plans (PLPs) format. We sought advice from Aboriginal parents on the document and gained their advice. We will be implementing this new format in 2021. Meetings were held with parents of Aboriginal students to plan and discuss PLPs for all our students.

Our Aboriginal Committee within the school met regularly and planned events for the school on significant days such as NAIDOC Week.

In 2020, we were particularly proud to acknowledge the commitment and leadership shown by two students, Zachary and Bridie. Zachary rose to the occasion during COVID and instigated food collections and support for those less fortunate on two occasions. Bridie excelled in public speaking and was voted into a leadership role as Vice Captain for 2021. We congratulate these students for their success and initiative.

## 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.

We have two teachers trained in this area. We thank Mrs Hasler for being our Anti-Racism officer for the school over the past years.

## 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.

Jerrabomberra has a growing diversity amongst its students. We welcome and celebrate all students and embrace their cultures. We use Harmony Day in March to celebrate this diversity and to develop in students' respect for others and to value difference.

Our participation in the Multicultural Perspectives Public Speaking event is an annual opportunity for students to talk to other students about multiculturalism and what it means to them. Even during COVID, we participated via video and ZOOM opportunities, with one student moving on to a state level. Sometimes the best and most appropriate teachers are the children themselves as these student orators have some great messages to share with other students and the students remember them and are highly engaged listeners.

### DEFENCE MENTOR PROGRAM

Whilst our funding for this program was significantly reduced in 2020 due to other schools coming on board in the area, we still have Mrs Debbie Nielsen to service the needs of over 200 Defence students. Mrs Nielsen welcomes and farewells these students and their families as well as guiding and mentoring students whose parents are deployed overseas or interstate. She arranges special lunches and activities for the children so that they can meet with students who are experiencing similar events in their lives and builds connections between them.

Last year, we were unable to hold our ANZAC Day tribute at school but students and families in the JPS community held sunrise vigils as a tribute to the fallen and the soldiers of today.

### ENRICHMENT ACTIVITIES

Jerrabomberra continues to offer enrichment groups across Years 2 - 6. These are run on Monday to Wednesday with Mrs Kent-Piper. 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 Maths Challenges. Our school always acquits itself well and we continue to be invited back to these activities. Unfortunately in 2020, we had no teams attend the GATEWAYS activity days as they were cancelled due to COVID.

At the end of 2020, we also facilitated a Coding group for students after school. This was very well received by the students who attended.

### SCHOOL CHAPLAINCY PROGRAM

Mrs Fiona Tollis took over the chaplains role after Rev Ruth Walton departed for ministry in the Northern Territory. Mrs Tollis assisted in classrooms with individual tutoring, trained for Drumbeat sessions, tended to our school garden with some students and also assisted Mrs Nielsen to run a *Seasons for Growth* program which helped chosen students to deal with the passing of a loved one or family separation. Mrs Tollis works two days per week, Tuesday and Wednesdays.

### PERFORMING ARTS AND CHOIR PROGRAMS

Unfortunately, due to COVID restrictions, our normally strong and well-attended programs in choir and performing arts were not able to take place. It is anticipated that in 2021, we will be able to gradually return to participation in these activities. Performing Arts will be limited to a 25 student dance ensemble for participating at the Canberra Theatre in Term 3, 2021.

However, in normal times, the performing and arts and music play an important part in the lives of Jerrabomberra students and it is an area of strength within our school. We look forward to recommencing these activities in 2021.

### PUBLIC SPEAKING

Despite COVID, we managed to conduct a public speaking event for the Multicultural Perspectives Public Speaking run by the Department of Education Arts Unit. The competition was conducted by video entry and then progressed via ZOOM. We had 4 students progress and then one student progress to the regional final after adjudication.

In 2020, the ACT Rostrum Competition was not held. However, we did conduct an in-school competition to determine our public speaking champion for the Rostrum shield.

