

# 2021 Annual Report

## Jerrys Plains Public School



2231

# Introduction

The Annual Report for 2021 is provided to the community of Jerrys Plains Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

---

Jerrys Plains Public School

Doyle St

Jerrys Plains, 2330

<https://jerrysplan-p.schools.nsw.gov.au>

[jerrysplan-p.school@det.nsw.edu.au](mailto:jerrysplan-p.school@det.nsw.edu.au)

6576 4018

## School vision

To continue to build a collaborative and inclusive educational environment where teachers hold high expectations of their students, they know their students well, value them as learners, and support their learning. This will lead to teachers promoting high expectations of their students, differentiating instruction, providing individualised feedback and engaging in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

## School context

Built on the land of the Wonnarua people, Jerrys Plains Public School opened in January 1881. The heritage listed buildings date back to 1879.

We are a dynamic and caring educational environment, providing students with access to quality programs within a varied and balanced curriculum. We see our students as individuals, and the curriculum is planned accordingly to cater for each child's specific needs.

Our school is well resourced with excellent facilities for its students, including stimulating classrooms, a library, covered playground equipment and large playground areas. Nine percent of our students recognise and celebrate their Aboriginal heritage.

The local school community highly values the positive partnerships that exist with the school and willingly cooperates in order to assist in a variety of authentic learning experiences for their children. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Jerrys Plains Public School.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations. Jerrys Plains Public School is a proud member of the Singleton Learning Community, where collegial practices among the nine schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes for every student at Jerrys Plains Public School, all staff will further develop and refine teaching and learning through researched-based methods, as well as, using data driven practices in literacy and numeracy to build strong foundations for academic success.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Progress and Performance
- Assessment

### Resources allocated to this strategic direction

**Socio-economic background:** \$73,645.84

**Aboriginal background:** \$8,636.97

**Low level adjustment for disability:** \$34,578.90

**Location:** \$9,034.48

**Literacy and numeracy:** \$3,558.91

**COVID ILSP:** \$33,433.27

**QTSS release:** \$7,063.43

**School support allocation (principal support):** \$13,604.80

**6101:** \$6,000.00

### Summary of progress

Our focus for 2021 was on targeted literacy and numeracy programs for all students. This involved teaching and learning programs that are dynamic, observations and feedback on teaching practices, and consistent and reliable student assessment and continuous tracking of student progress and achievement. As a result, internal assessment data and PLAN 2 data showed a growth of 35% students able to use a flexible strategy when solving an addition problem in Numeracy. 80% of students achieved their targeted reading level.

Next year our focus will be on further improving problem solving strategies for numeracy, and reading in Literacy. Which will support further improvement towards our system and negotiated targets.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Reading top two bands</b> * Increase the proportion of students achieving in the Top 2 NAPLAN Reading bands from the baseline by 3.6%.	• 50% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
<b>NAPLAN Numeracy top two bands</b> * Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy bands from the baseline by 5%.	• 33.3% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure.
<b>NAPLAN Reading, percentage of Students Achieving Expected Growth</b>	• The percentage of students achieving expected growth in reading remained stable at 60%, indicating achievement of the lower bound target.

<p>* The percentage of students achieving expected growth in NAPLAN Reading is trending towards the lower-bound system-negotiated target.</p>	
<p><b>NAPLAN Numeracy, percentage of Students Achieving Expected Growth</b></p> <p>* The percentage of students achieving expected growth in NAPLAN Numeracy is trending towards the lower-bound system-negotiated target.</p>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in numeracy decreased, indicating progress yet to be seen toward achievement of the lower bound target.</li> </ul>
<p><b>NAPLAN Value-Added</b></p> <p>* Value Added for K-3 and 5-7 is trending towards Sustaining and Growing.</p> <p>* Value Added for 3-5 is trending towards Excelling.</p>	<ul style="list-style-type: none"> <li>• Value Added K-3 data for 2021 is not available, due to changes to the Best Start Kindergarten assessment in 2018.</li> <li>• Value Added 3-5 is at Delivering.</li> <li>• Value Added 5-7 is at Sustaining and Growing.</li> </ul>
<p><b>Progressions</b></p> <p>* 70% of students meet their expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data and syllabus indicators.</p> <p>* 70% Kindergarten students will achieve within the expected end of year progression for Creating Texts (4) in Literacy and Quantifying Numbers (6) and Additive Strategies (2) in Numeracy.</p>	<p>Review of student progress against the learning progressions indicated students have achieved or exceeded their learning goals.</p>
<p><b>Self-Directed Learning</b></p> <p>* Class Dojo and See-Saw are set up as a platforms for sharing student goals and progress with their parents.</p> <p>* Learning Intentions and Success Criteria are introduced and set using data from Literacy and Numeracy Progressions and school assessment data with 5 weekly review.</p> <p>* Systems for staff to conference with students on learning goals are established and include feedback discussing tracking of growth.</p> <p>* Teaching Sprints are introduced with a focus on Numeracy.</p>	<ul style="list-style-type: none"> <li>• 100% of teachers are using Class Dojo or See-Saw are set up as a platforms for sharing student goals and progress with their parents.</li> <li>• Learning Intentions and Success Criteria have been established in 100% of classrooms.</li> <li>• 100% of teaching staff conference with students on learning goals.</li> <li>• Teaching Sprints were introduced, with a focus on Numeracy.</li> </ul>
<p>Increase % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.</p>	<ul style="list-style-type: none"> <li>• Due to a small cohort there is no valid data is available for 2021.</li> </ul>

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

In order for the school to achieve excellence in supporting student wellbeing, strategies and practices will be planned to maximise the promotion of a supportive learning environment in the classroom and the fostering of positive relationships across the school community. As a result, respectful relationships will be evident and widespread among students, staff and community, ensuring optimum conditions for student learning across the whole school.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and engagement
- Visible Wellbeing

### Resources allocated to this strategic direction

**Integration funding support:** \$36,499.00

**Per capita:** \$8,381.57

**6101:** \$6,000.00

**Socio-economic background:** \$6,000.00

**Professional learning:** \$3,000.00

### Summary of progress

As a result of collaborative planning is there a strong shared partnership operating within and across the small schools' network.

Our focus for 2021 was on the evidence-based SEARCH framework. This has enabled students to learn how to develop their emotional and behavioural regulation skills, and to improve their attention and concentration levels.

This involved a renewed focus on Visible Wellbeing, ensuring that staff implemented a consistent, school-wide approach to the explicit teaching, and reinforcement of student behaviour expectations a renewed focus on Visible Wellbeing, ensuring that staff implemented a consistent, school-wide approach to the explicit teaching, and reinforcement of student behaviour expectations. Weekly lessons were implemented that focused on individual strengths support mental and emotional health and develop a shared growth mindset across the school community.

As a result students are learning to understand and manage their relationships with others and to cope with adversity. Respectful relationships are evident and widespread among students, staff and community, ensuring optimum conditions for student learning across the whole school. Students have demonstrated an increased understanding that strengths are positive personal characteristics, and have a consistent language and dialogue when discussing these. They are comfortable being present with their emotions and are able to identify, understand and manage their emotions.

Next year our focus will be to continue to work within the framework which will support further improvement towards social, physical and academic wellbeing.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b>  * The percentage of students attending school 90% of the time or more is trending towards system-negotiated lower bound target of 70%.	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased by 5.5%.</li></ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"><li>• 94.4% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating</li></ul>

<p>* The percentage of students reporting high Expectations for Success, Advocacy and Sense of Belonging at school is trending towards the system-negotiated lower bound target of 75%.</p>	<p>achievement of this school-based progress measure.</p>
<p><b>Visible Wellbeing Project</b></p> <p>* Survey data provides evidence that the Visible Wellbeing SEARCH modules of Strength, Emotional Management and Coping have been implemented across the school.</p>	<ul style="list-style-type: none"> <li>• The implementation of the Visible Wellbeing SEARCH modules was delayed, due to the COVID-19 pandemic.</li> </ul>



### Purpose

To solidify high levels of community engagement at Jerrys Plains Public School, and to improve teaching and learning within and across the system.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Initiative 1: Community Engagement
- Initiative 2: Partnerships with other schools

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,800.00

**Professional learning:** \$2,963.85

### Summary of progress

Our focus for 2021 was on building effective partnerships in learning with parents and students, and promoting high expectations of teaching and learning programs by forming learning alliances with other schools. This involved organising P&C meetings so that they were at a more convenient time for parents, increasing school community interaction through events like assemblies, book fair and Halloween Disco. It also involved scheduled days for teachers across the Singleton small school community to network, sharing programs, lessons and strategies. Due to COVID lockdown and consequent restrictions on events and visitors to the school, many of these intended activities could not go ahead. P&C meetings were moved to an online platform and maintained an attendance of 14%.

Next year our focus will be on continuing to engage with the community and build partnerships now that restrictions have eased.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p><b>Parents as Learning Partners</b></p> <p>* 'Partners in Learning' Tell Them From Me data identifies that the school is rated above the NSW Government Norms in at least four domains.</p>	<ul style="list-style-type: none"> <li>• The school is rated above the NSW Government Norms in Parents feel welcome, School supports learning and Parents support learning at home.</li> </ul>
<p><b>Parent and Carer engagement</b></p> <p>* Increase the percentage of parents attending P and C meetings and school assemblies to 7%.</p>	<ul style="list-style-type: none"> <li>• 14.2% of parents regularly attended P and C meetings. Due to the COVID-19 pandemic, parents were unable to attend assemblies.</li> </ul>
<p><b>Parent and Carer support of school activities</b></p> <p>* Increase the percentage of parents attending school assemblies to 10%.</p> <p>* Increase the percentage of parents attending attend noteworthy school events to greater than 15%.</p>	<ul style="list-style-type: none"> <li>• Due to the COVID-19 pandemic, parents were unable to attend assemblies and other noteworthy school events. This initiative is carried over in 2022.</li> </ul>
<p><b>Singleton Small Schools Teachers Actively Networking (TAN)</b></p>	<ul style="list-style-type: none"> <li>• Due to the COVID-19 pandemic, teachers were not permitted to meet in cross-school groups. This initiative is carried over in 2022.</li> </ul>

\* The TAN is established with the collaboration of the Singleton Small Schools Principals and aspiring leaders.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$36,499.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jerrys Plains Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> individual students and small groups across both classes receiving targeted intervention Teachers and SLSOs were able to address specific learning needs when needed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ SLSOs to support learning needs within each classroom and to target specific learning as needed based on student performance data.</p>
<p>Socio-economic background</p> <p>\$84,445.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jerrys Plains Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Initiative 2: Partnerships with other schools</li> <li>• Wellbeing and engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Teaching Sprints and TAN (Teachers Actively Networking) to support student learning.</li> <li>• additional staffing to support identified students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional employment hours for a teacher to support small group instruction. Student wellbeing is continuously supported through engagement of the Visible Wellbeing Framework. A wide range of academic support for students to facilitate a sense of belonging.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage the extra staff to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$8,636.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jerrys Plains Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul>

<p>Aboriginal background</p> <p>\$8,636.97</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff being released to co-develop and review PLPs with Aboriginal families and students of all stages based on analysis of PLAN 2 data in Literacy and Numeracy data. This enabled a specific focus on individual learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will continue with ongoing co-developed PLPs for all students and the use of support staff to target achievement of learning goals.</p>
<p>Low level adjustment for disability</p> <p>\$34,578.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Jerrys Plains Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$9,034.48</p>	<p>The location funding allocation is provided to Jerrys Plains Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release time to collect and analyse data and develop specific Learning Intentions and Success Criteria based on student needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased capacity of teachers to identify student learning needs based on data. Teaching and learning programs were developed based on student point of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to work with specialist teams who are focused on increasing opportunities for collaboration. Professional learning will specifically relate to the needs of our teachers and students.</p>

<p>Literacy and numeracy</p> <p>\$3,558.91</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jerrys Plains Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school's value-add results from Year 3 to Year 5 are maintaining above state average, and have improved from Year 5 to Year 7.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to build our skills and knowledge in identifying focus areas in reading and numeracy through working with lead specialists.</p>
<p>QTSS release</p> <p>\$7,063.43</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jerrys Plains Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers use the Teaching Sprints cycle to embed and assess evidence-based, high impact teaching strategies within their classroom practice. This has led to improved staff confidence and teaching practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to target professional learning to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$33,433.27</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the targeted students have achieved significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	18	20	22	18
Girls	13	15	12	10

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	85.8	93.8	92.8
1	91.9	92.9	89.6	90.3
2	89	91.6	92.2	82.1
3	94.2	91.6	95.3	95.4
4	92.3	88.4	94.4	90.9
5	91.2	90.2	97.2	89.1
6	94.4	90.3	93.6	93
All Years	92.2	90.1	93.9	89.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

---

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	126,028
<b>Revenue</b>	750,747
Appropriation	738,644
Sale of Goods and Services	-55
Grants and contributions	12,083
Investment income	76
<b>Expenses</b>	-798,507
Employee related	-727,359
Operating expenses	-71,148
<b>Surplus / deficit for the year</b>	-47,760
<b>Closing Balance</b>	78,268

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

---

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	36,499
<b>Equity Total</b>	127,662
Equity - Aboriginal	8,637
Equity - Socio-economic	84,446
Equity - Language	0
Equity - Disability	34,579
<b>Base Total</b>	505,425
Base - Per Capita	8,382
Base - Location	9,034
Base - Other	488,009
<b>Other Total</b>	18,803
<b>Grand Total</b>	688,388

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.

## Parent/caregiver, student, teacher satisfaction

The continued impact COVID-19 had on parent and caregiver access to the school remained, however P&C participation was still strong, with 30% of families attending the online meetings . Tell Them From Me (TTFM) data established that parents and caregivers continue to have a high regard for the school. In 2021, the TTFM 'Partners in Learning' Parent Survey again identified that support for learning both in the school and at home is greater than NSW Government Norms.

Student feedback was very positive around the opportunities they received at the school. The Tell Them From Me data indicated that 93% of students feel that they have positive relationships in within the school community.

The highly positive school culture has contributed to school-wide growth in student learning outcomes, with staff reporting that they feel supported and valued at Jerrys Plains Public School.

# Policy requirements

## Aboriginal Education Policy

---

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

---

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

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.