

2021 Annual Report

Jerrabomberra Public School



4633

Introduction

The Annual Report for 2021 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 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

Jerrabomberra Public School

Coachwood Ave

Jerrabomberra, 2619

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

jerra-p.school@det.nsw.edu.au

6299 8860

Message from the principal

In 2021, extraordinary times have required extraordinary efforts from so many extraordinary people. After COVID times in 2020, I am sure we believed the worst was over, but it was not to be. This year COVID returned with full vengeance and we were all required to again adapt to learning-at-home. For this effort, we remain forever thankful to the staff and parents who supported students through this challenging time.

Teachers, themselves in lock-down with families of their own, worked tirelessly to produce learning and make daily contact with students. Parents supported their children, under difficult circumstances while they worked from home, to achieve an amazing number of learning hours while we all coped with the changes forced upon us. But we made it! And a new appreciation of people, their time and efforts, their kindness and support for each other was very evident. I congratulate you all on the many wonderful experiences and precious moments that you shared with us during this time.

Our year started well, with new facilities at the school. Our COLA over the basketball court was completed and remains one of our most popular spots in the playground. It provides shelter for the demountable classrooms down the bottom and a shady place to learn and play throughout the day. We were also granted an OoSH Hub for before and after school care and vacation care. This room provided another space for small group tutoring and learning activities during the day. This was a great bonus to our students and teachers. Later in the year, we were granted another set of toilets at that far end of the school and these were most welcome in adding to our facilities.

In Term 3, our school underwent External Validation. This comes about every 5 years where the school is asked to gather sets of evidence to verify its practices against the Schools Excellence Framework. It was a tremendous effort by all six executive members and staff to gather all this together. Our school came through with ease and was ranked Sustaining and Growing or Excelling in all areas. The process did validate that Jerrabomberra is a great school and that all students, staff and community members work together to ensure consistent student growth and that all students are known, cared for and valued.

Whilst we can count the many things that we did not do in 2021 due to the changing times, I would rather reflect on the things that we did do, albeit in a different setting and in a different way:

- We learnt to appreciate family, reconnect with one another and do things together again. Those daily walks and bike rides helped to keep us sane and work off those cooking feasts.
- Teachers developed an absolute admiration for parents who went above and beyond with learning-from-home under very trying circumstances.
- Parents marvelled at how teachers actually cater for up to 30 students all day long and help them to learn, grow and develop socially along the way.
- Empathy was abundant as we gave to others in need during these times.
- Resilience was evident as we adapted and changed as needed over the weeks.

I continue to marvel at the strength of "community" within our Jerrabomberra setting. I often reflect on what makes Jerrabomberra special and I always return to the fact that it is the people. It is about common goals, wanting the best for our children; it is about caring and being respectful of others and working together for the benefit of all concerned. Great schools do not just happen by accident. They take a great deal of commitment, time, effort and caring from all concerned. It has always been my honour to be the Principal of Jerrabomberra Public School and to be associated with such a wonderful community over the past 20 years.

I thank you for taking me on this wonderful and fulfilling journey.

Chris Hunter - Principal

Message from the school community

It was a case of keep on keeping on for the P&C as the Covid-19 pandemic impacted our school and region even more so in 2021 than 2020. Our P&C were fortunate to meet face to face during first semester to share some laughs, particularly at our "May the 4th be with you" Star Wars themed meeting, and as we delivered some of our early activities.

Our P&C Mother's Day Raffle request for hamper donations was met with enormous generosity. Gifts and ticket sales exceeded expectations, 20 lucky mums each won a basket of goodies and we fundraised \$3000 for the school. Thanks to all those who donated, bought tickets, promoted the raffle, and packed the hampers. It was a wonderful outcome.

Our mid-year disco was another hit and we saw some impressive hair styles, several fabulously sequined outfits, and many brilliant moves on the dance floor. The kids sang and danced under lights and delighted in seeing their friendship group's photo on the big screen. So many happy smiling faces! Knowing how the latter half of the year unfolded, the P&C are incredibly pleased to have hosted the disco. It was a simple pleasure of 2021. Thank you to the P&C and community volunteers, your time and energy is appreciated. You made hundreds of kids very happy.

A big thank you to those who kindly and generously supported the voluntary contribution. We invested in our first 'Book Boost' enabling our Student Representative Council and librarians to select more than 100 new books worth \$4000. These are all available at the library for borrowing, now and for years to come.

We also invested in four new water bottle bubbler stations for the playground. The stations support good hygiene, hydration and promote refill over disposable bottles. One station is located down near the new OOSH hub and COLA, adding another resource to this enlivened space.

We know how the rest of the year went! Covid-19 Delta variant meant Jerra was in lockdown for parts of Term 3 and 4. Understandably, this played havoc with our P&C initiatives including the canteen, uniform shop, annual trivia night, our hope to hold the fete and more. While it's a shame many activities couldn't go ahead, Jerra's Covid-19 numbers were always very low, and the P&C say thanks for staying at home.

To Mrs Hunter and our Jerra teachers, again we say you are AMAZING! Thank you for transitioning your classroom to home learning and connecting with students and parents during challenging times. The words social distancing, hand sanitizer, double vaccinated, and zoom classes are etched into our children's primary years, yet through the craziness, Jerra teachers stayed the course. In fact, during lockdown the P&C's Facebook page notched up not one - but two new top performing posts - and both were about our teachers. The dancing teachers' YouTube video post, and the Australian Primary Principals Day post celebrating 20 years of Mrs Hunter as our principal respectively reached and engaged more people than ever before. Even when at home our kids want to see and know all about you; it is a feeling you should all be very proud of.

Thank you to all those on the 2021 P&C Committee, Executive Committee, Fundraising Committee, Canteen Committee and Uniform Shop Committee. It has been another trying year, but we have adapted and delivered where we can. It is a pleasure and privilege to volunteer with you and I look forward to seeing you face-to-face in 2022. Wishing our community, a safe and happy year in 2022.

Kylie Prescott

President

Jerrabomberra PS P&C



Our P and C sponsored a Book Boost for our Library

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.

At JPS, we strive for excellence in an inclusive environment where students, teachers and leaders improve every year. Students reach their potential and remain connected through continuity of learning, high expectation and strong community connection. We provide contemporary and future-focused learning to provide success for all our students.

At JPS, data informs quality teaching programs and provides strong foundations in Literacy and Numeracy through explicit teaching, high expectation, collaboration and effective feedback in a safe and nurturing environment. Students are challenged to reach their learning goals.

We celebrate the diversity of all abilities, beliefs, opinions and traditions by treating each other with respect, safety and honesty. We are committed to building the capacity of all staff and students.

At Jerrabomberra, we also believe in the Moral Purpose of NSW Public Education:

"The commitment 'to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society' underpins the moral purpose of the NSW public education system. Public education is the enabler of equality and opportunity for all young people. Across NSW, diverse communities of learners are nurtured within the richness and values of a large, complex system - a system that is driven by a deeply held belief that every child can improve every day 'no matter where they live or what kind of learning challenges they may face.'"

The catalyst for achieving the 'Educational Goals for Young Australians' is an urgent, unwavering focus on "excellence and equity" through the continuous improvement in the quality of teaching and learning in public schools. We enact this moral purpose by placing every child and young person at the centre of all decisions."

School context

Jerrabomberra Public School is a relatively new school in the Queanbeyan District. It has grown from 240 to 944 students in 20 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2021, there are 37 classes.

The school enjoys strong community support and has a dedicated staff who work as a team to achieve the best for the students. Every teacher is responsible for every student in the school and they all contribute to their wellbeing and progress. We endeavour to ensure that every child is known, cared for and valued.

The school has endeavoured to develop a true K-6 ethos with a warm, friendly and welcoming environment where students, staff and parents feel valued. This is built on the concept of mutual respect and an inclusive culture. We strive for excellence in Literacy, Numeracy, Public Speaking and Creative Arts, especially Music. The school has high expectations of student progress and performance. We have a full-time school Learning Support Teacher to support student progress.

We are also in our ninth year of Reading Support for Year 1 students which has now been increased to a 1.26 position. This implementation is to give younger students the best start that we possibly can in the early years. Of our student population, 21% 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. Of our students, 1% are of Aboriginal background and 18% are of EAL/D background.

A very successful Federal Chaplaincy Program has been in operation for 11 years. This is our GLAD (Good Living and Development) program, based around providing welfare support for students and staff. We have a full-time School Counsellor allocation.

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 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	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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To achieve **student growth and attainment in Literacy** for every student - at least one year's growth in each year. We also aim to move the "middle to the top" two NAPLAN bands by 8%. To achieve this, we aim to also increase teacher growth and capability through supportive professional learning, collaborative practices, regular data collection and analysis, consistent teacher judgement and explicit teaching practices.

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.

- Explicit Teaching Practices in Literacy
- Use of Data to Inform Practice in Teaching of Literacy
- Collaboration & Curriculum Implementation in Literacy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$141,268.68

Per capita: \$28,360.22

Aboriginal background: \$9,558.00

School support allocation (principal support): \$46,564.86

Refugee Student Support: \$763.05

English language proficiency: \$29,399.13

QTSS release: \$183,537.17

Professional learning: \$17,866.96

Summary of progress

Explicit Teaching Practices in Literacy

During 2021, Year 1 staff began training in the new English curriculum to ready them for the implementation of being an Early Adopter school in 2022. This was in readiness to improve explicit teaching practices as a trial and to provide feedback to the Department of Education. Reading resources were updated and extended in Kinder, Yr 1 and Yr 2 to cater for a wider range of reading levels within each class which was needed after COVID-19 home learning. We employed experienced staff to implement reading support programs to cater for literacy needs in Year 1 and 2 to give students a strong foundation of basic skills to ensure learning success. This supplemented the support given by the Learning and Support Teacher. The school employed and trained an additional Student Learning Support Officer to implement the Multilit program for one-on-one support and explicit teaching for students mainly in the Stage 2 cohort. Data collated showed improvement by all students undertaking this targeted support. Aboriginal students undertook tutoring in line with their Personalised Learning Pathway goals in the area of literacy, particularly in writing and pre- and post-assessment data indicated individual growth and a high level of engagement. The senior intensive reading class for Year 6 students run by our Learning and Support Teacher indicated significant growth for these students especially in the area of comprehension. Stages 2 and 3 teachers used the 'Super Six' comprehension strategies in classroom practice to target a deeper understanding of text and levelled readers for Year 3 were purchased to provide more resources for intensive small group teaching opportunities by class teachers.

Use of Data to Inform Practice in Teaching of Literacy

All stages reviewed data regularly to monitor progress of students and ensure upward movement. School-wide data was collected from the Progressive Achievement Test (PAT) in comprehension biannually and analysed. In K-2 data was monitored each term and student growth was evident. This informed teacher programs and indicated where students needed further support. The Departmental Phonics Check was completed by Year 1 students and information was used to adjust the learning and spelling program across the grade. Data was used to inform the teaching and learning cycle and to best ensure student needs were being met. Data was tracked K-6, collated and passed on at the end of the year to support continued student growth and attainment across the school..

Collaboration & Curriculum Implementation in Literacy

In 2021, all staff took part in collaborative programming. This collaboration led to consistent curriculum implementation and delivery across year groups. Moderation of writing samples at all year levels was undertaken biannually and led to greater consistency in assessment and promoted staff collegiality in regards to how to improve practices in particular curriculum areas.

Next Steps:

Following the training of Year 1 staff, implementation of the new English curriculum, under the Early Adopters program, will be implemented and feedback given to the mentoring staff from DoE. An identified area of improvement is writing and there will be an emphasis on this to strengthen practice.

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
Increase the percentage of students achieving in the top two bands in NAPLAN reading by 3.5% from baseline data.	Data indicates a decrease of 1.69% of students in the top two skill bands for reading against baseline data. Progress is yet to be seen towards the lower bound system-negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN reading by 5.75% from baseline data.	Data indicates a decrease of 14.57% of students achieving expected growth in reading against baseline data. Progress is yet to be seen towards the lower bound system-negotiated target.
SEF assessment indicates improvement in SEF theme 'Whole School Monitoring of Student Learning' (learning, assessment) from Sustaining and Growing to Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of 'Whole School Monitoring of Student Learning' (learning, assessment).
SEF assessment indicates improvement in SEF theme 'Student Growth' (learning, student performance measures) to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of 'Student Growth' (learning, student performance measures).
SEF assessment indicates improvement in SEF theme 'Data Literacy' (teaching, data skills and use) to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of 'Data Literacy' (teaching, data skills and use).



Our whole-school Olympic Day was a celebration for everyone

Strategic Direction 2: Student growth and attainment in Mathematics

Purpose

To achieve student growth and attainment in Numeracy for every student - at least one year's growth in each year. We also aim to move the "middle to the top" two NAPLAN bands by 10%. To achieve this, we aim to also increase teacher growth and capability through supportive professional learning, collaborative practices, regular data collection and analysis, consistent teacher judgement and explicit teaching practices.

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.

- Explicit Teaching Practices in Mathematics
- Use of Data to Inform Practice in Mathematics
- Collaboration & Curriculum Implementation in Mathematics

Resources allocated to this strategic direction

Literacy and numeracy: \$25,616.22

Per capita: \$4,383.78

Socio-economic background: \$22,500.00

Professional learning: \$17,000.00

Summary of progress

Explicit Teaching Practices in Mathematics

Three teachers participated in the 'Starting Strong' training and three teachers in the 'Working with the Big Ideas' training. The plan was to have these teachers present their learning at Stage and Staff meetings to the other staff to improve the explicit teaching of mathematics in the classrooms. The training continuing in an online format enabled the teachers to continue on this learning journey. Where some progress was made in presenting the learning to staff during Term 2, the flow did not continue later in the year due to interruptions in Staff Meeting procedures and regulations. This learning is due to continue in 2022. The relevant professional learning funding resulted in a significant group of teachers being trained to lead this initiative.

Use of Data to Inform Practice in Mathematics

Assessments have been analysed to create baseline data for PAT Mathematics results. The ongoing updates of tracking information will track individual student growth and demonstrate statistical change in each cohort. Teachers have also participated in Staff and Stage Meetings where they analyse the data from NAPLAN as a group to identify areas of strength and areas for improvement. It is important to note with NAPLAN data from 2021, that this is our first year of moving to NAPLAN online and comparisons to previous data should be taken with caution during the NAPLAN online transition period.

Collaboration & Curriculum Implementation in Mathematics

An Instructional Leader Mathematics position was created at a school level to assist with the implementation of curriculum. A part of this role is collaboration with teachers in areas of identified need by the teacher. Collaborative planning and implementation occurred. Significant funding was utilised to create this position, which was successful in its initial year.

Next steps:

In this Strategic Direction, we will continue with teacher professional learning and implementation of 'Starting Strong' and 'Working with the Big Ideas' as we didn't progress as far as would like due to interruptions. Analysis of data sources will be undertaken as they become available to identify areas of growth and need and we will also be evaluating results to see if desired growth is occurring in order to revise learning goals accordingly. In the future we will continue with the Instruction Leader Mathematics role in the school. The Instructional Leader, along with the Mathematics committee will lead the staff in a collaborative planning process to further develop and implement high quality curriculum ideas.

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
Increase the percentage of students achieving in the top two bands in NAPLAN numeracy by 4.29% from baseline data.	Data indicates a decrease of 7.76% of students in the top two skill bands for numeracy against baseline data. Progress is yet to be seen towards the lower bound system-negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 1.57% from baseline data.	Data indicates an increase of 0.5% of students achieving expected growth in numeracy against baseline data. Progress is being made towards the lower bound system-negotiated target.
Increase the percentage of Year 3 students achieving in the top two bands in NAPLAN numeracy by 2.5% from 2019 data. Increase the percentage of Year 5 students achieving in the top two bands in NAPLAN numeracy by 2.5% from 2019 data.	Data indicates a decrease of 6.68% of Year 3 and Year 5 students in the top two skill bands for numeracy against 2019 data. Progress is yet to be seen towards the lower bound system-negotiated target.
Collect data from PAT Mathematics and set baseline targets for an uplift in 2022 and beyond.	Data collection of PAT results indicate that a baseline data was established in order to compare in future years. Progress towards the target was achieved.
Collect data from TTFM survey to set baseline targets for an uplift in positive responses to Mathematics initiatives from 2022 and beyond.	Data collection of TTFM survey results indicates that baseline data was established in order to compare in future years. Progress towards the target was achieved.
Increase the percentage of students achieving in Check-in Assessment data by 1.5% from average scores.	Data collection of Numeracy Check-in Assessment results between 2020 and 2021 showed that Year 3 gained 0% uplift but the Year 5 uplift was 2.9% and exceeded the target for this group.



Learning using our maths and science

Strategic Direction 3: Wellbeing for all students and staff

Purpose

Our purpose is to support the physical, social and mental wellbeing of all students and staff. We aim to ensure all students are engaged in their learning, their school and community as a developing citizen. We also aim to support our Aboriginal students to achieve their best personal levels and to enhance whole-school understanding and commitment to valuing our unique Aboriginal culture.

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 for All
- Connecting With Community

Resources allocated to this strategic direction

Professional learning: \$30,238.70

Socio-economic background: \$5,761.30

Low level adjustment for disability: \$206,335.35

Integration funding support: \$305,941.00

Summary of progress

Wellbeing for All

We have begun to embed practices to support a sense of belonging, which values student voice, and encourages a high level of engagement and attendance in a safe and supportive learning environment. This was achieved through the initiation of the 'Magic 1, 2, 3' program and strategies to support student behaviour and self moderation in the children. This also enabled a school-wide response to behaviours, which in a large population gives consistency and clear expectations. The students responded well to this process and feedback from staff has been positive. The most noticeable improvement, is the significant drop in "red behaviour cards" into the box in the office as teachers implement this change and children respond to it.

Connecting With Community

Effective monitoring of attendance through daily follow-up on absences with parents and carers has improved parental support and compliance. We have worked with families to improve this area of concern and have had a more consistent approach for absence notifications and encouraging improved attendance. This was achieved by building a climate of responsibility, care and positivity between parents/caregivers and the school.

The Tell Then From Me survey results indicate a high rate of parental satisfaction with the school, due to its welcoming nature, its facilities, its processes and practices.

Next Steps

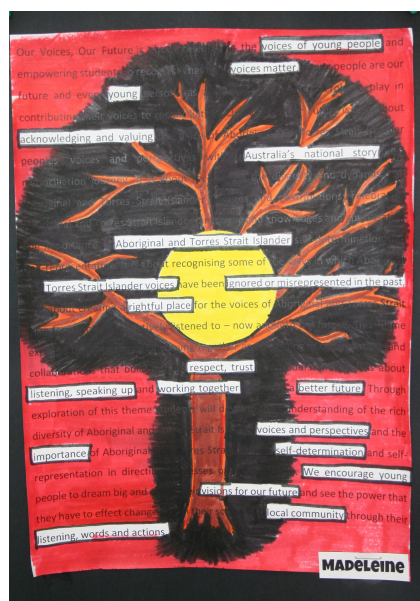
We would like to facilitate the courses for community which were postponed. These include '1, 2, 3, Magic for Parents' and a Judith Locke session on developing child resilience. We would also like to revisit the '1, 2, 3 Magic' program for teachers to include new staff. A new Wellbeing Committee will be formed to review and formalise all our programs and practices into one document.

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
Students display a greater level of self-regulation with behaviours within the classroom and playground as measured by surveys and internal	Data collected from the staff TTFM indicates teacher satisfaction with behaviours has increased. Surveys reflect at least an 85% positive response to these practices. Less behaviour referrals to executive staff has been noted through internal school measures. Progress towards target was

school measures.	achieved.
Percentage of students reporting positive wellbeing in the themes of advocacy, belonging and high expectations increases by 1.5% from baseline data.	The proportion of students reporting a positive sense of wellbeing in the themes of advocacy, belonging and high expectations through TTFM data has decreased by 1.35% from baseline data. However, the school has increased by 1.64% since 2019 indicating progress is being made towards the target.
Percentage of students attending school 90% or more of the time increases by 2.5% from baseline data.	The proportion of students attending at or above 90% of the time has decreased by 2.89% from the baseline data. Progress is yet to be seen towards the target.
Community engagement increases through greater attendance at events and parent/ teacher evenings.	Data on school visits for events and parent teacher evenings was not collected due to limitation in on site visits due to the Public Health Order in relation to COVID 19. However, the school has noted the high level of attendance by parents and carers during online events. Progress towards target is yet to be seen.
Percentage of parents reporting positive wellbeing in the themes of feeling welcome, informed, supporting learning, positive behaviour, safety and inclusivity at school increases by 1.5% from 2020.	Data collection from the TTFM survey indicates an increase of 1.86% of parents reported positive wellbeing in the themes of feeling welcome, informed, supporting learning, positive behaviour, safety and inclusivity at school. Progress towards the target was exceeded.
SEF assessment indicates improvement in SEF theme 'Learning Culture' maintains Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of 'Learning Culture'.



NAIDOC Week art with a strong message

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$305,941.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jerrabomberra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing for All <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for targeted professional learning around autism. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: 100% of funded students have a PLSP. The SLSOs work with the students under the teacher's direction to ensure students are demonstrating progress towards their personal learning goals. Assessment indicates students achieve results closer to grade level, moving them from a D to C report level. SLSOs ensure the health and safety of some vulnerable students and we have had no reported critical incidents. The upskilling of SLSOs through professional learning has resulted in them taking greater responsibility for actual learning activities leading to student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to fund SLSOs across the school to assist in meeting student learning needs. To continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$25,616.22</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jerrabomberra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices in Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Targeted professional learning to improve literacy and numeracy • Updating reading resources to meet the needs of students • Online program subscriptions to support literacy and numeracy • Staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: An increase in the average benchmark level in Kindergarten from 9 to 13. An increase in the average Year 1 benchmark level from 17 to 21. A 20% increase in Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teacher release to present home reading workshops for Early Stage 1/</p>

<p>Literacy and numeracy</p> <p>\$25,616.22</p>	<p>Stage 1 parents to increase participation in the home reading program. Sessions to be run for parents on how to help their children with numeracy in the home setting.</p>
<p>Professional learning</p> <p>\$65,105.66</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Jerrabomberra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing for All • Collaboration & Curriculum Implementation in Literacy • Use of Data to Inform Practice in Mathematics • Collaboration & Curriculum Implementation in Mathematics • Connecting With Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist to deliver a whole-school behaviour management program, 1,2,3 Magic, to staff • Facilitating staff to attend autism training courses as required • Training and orientation courses for early career teachers <p>The allocation of this funding has resulted in:</p> <p>Increased capacity of all teachers to embed effective practices in the explicit teaching of maths. Improved capacity of teachers to manage classroom and playground behaviour effectively which led to less behaviour cards and greater student self-regulation. School-wide implementation of one behaviour management process.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Personalised and targeted professional learning in the form of mentoring and based on personal needs. Professional learning around building student resilience and supporting students with high levels of anxiety.</p>
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices in Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support • Additional staffing for targeted interventions to support student learning • Employment of additional staff for targeted student support <p>The allocation of this funding has resulted in:</p> <p>Improved literacy levels for students from an EAL/D background in both reading and writing. Younger students moved from emerging levels to consolidating with noticeable improvements in verbal communication. Many middle years students moved up levels from consolidating to no longer requiring support on ESL scales.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued monitoring of student progression to track growth.</p>
<p>Socio-economic background</p> <p>\$28,261.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jerrabomberra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$28,261.30</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices in Mathematics • Wellbeing for All • Use of Data to Inform Practice in Mathematics • Collaboration & Curriculum Implementation in Mathematics <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities • Staff release to increase community engagement • Employment of additional staff to support targeted learning implementation. • Employment of additional staff to support student welfare program implementation. • Resourcing to increase equability of resources and services especially with technology. <p>The allocation of this funding has resulted in:</p> <p>Increased access to technology for all students and the development of a higher skills set. Feedback from feeder high schools indicates that our Year 6 students are transitioning to high school with higher technology skills than others. Data indicates that support for students through lessons at remedial, boost and extension levels in Maths are moving students up a band level in NAPLAN - moving the middle to the top.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Further increase access to technology by resourcing lower years with laptops. Financially support student extra activities and excursions to lessen the burden on parents and encourage greater participation in higher level activities to grow capability.</p>
<p>Aboriginal background</p> <p>\$9,558.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jerrabomberra 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Staffing release to support development and implementation of Personalised Learning Pathways (PLPs) <p>The allocation of this funding has resulted in:</p> <p>Improved PLP consultation with parents and carers, leading to clearer goals for student success and engagement in school. Improved data collection on progress was achieved over the tutoring timeline and in line with student's PLP. Worksamples collected showed Aboriginal students moved up levels against NAPLAN marking criteria in writing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued building of strong parental collaboration and relationships with our Aboriginal families through formation of an Aboriginal parents network within our school. This will be facilitated through regular coffee meetings to build trust and discuss matters in an informal setting.</p>

<p>English language proficiency</p> <p>\$29,399.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jerrabomberra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Withdrawal lessons for small group (developing) and individual (emerging) support • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Improved EAL/D students literacy and writing skills to move them nearer to class level. Improved vocabulary skills and encouraging greater levels of oral communication. Developed confidence to engage in classroom activities more readily. Younger students moved from Emerging to Consolidating levels in ESL scales. Older students in survey data moved from Consolidating to not requiring support at all.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to capitalise on teacher confidence to cater for the needs of EAL/D learners across all key learning areas (KLAs). Personalised and targeted mentoring will be provided to teachers in the form of mentoring, co-teaching and co-planning as required.</p>
<p>Low level adjustment for disability</p> <p>\$206,335.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Jerrabomberra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing for All <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • support for students in Seasons for Growth program to deal with death and family loss. <p>The allocation of this funding has resulted in: Targeted programs being run by SLSOs in classrooms moved students to achieve their ILPs and achieve grade level in literacy and numeracy. SLSOs delivering specialist reading support such as Multilit brought students up to grade level. Playground support for students with health and behavioural needs led to greater safety and no critical incidents. 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>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$206,335.35</p>	<p>funding will be: 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 and mentoring teachers on their effective use in classroom settings.</p>
<p>School support allocation (principal support)</p> <p>\$46,564.86</p>	<p>School support allocation funding is provided to support the principal at Jerrabomberra Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of extra office staff to alleviate the School Administration Manager (SAM) from day-to-day tasks to focus on financial management and principal support. • Employment and training of extra office staff in office procedures so they can relieve at SAM level if required. • Employment of extra office staff to maintain smooth running of office procedures and to upskill all office staff in administration tasks. <p>The allocation of this funding has resulted in: Office staff upskilling and gaining proficiency in all tasks across the administration area. Better service to our community as staff are allocated to certain year groups and therefore get to know the staff, students and parents well and can respond to their needs and enquiries.</p> <p>After evaluation, the next steps to support our students with this funding will be: To encourage all School Administration Officers to keep abreast of changes coming into our system and provide training and support to gain improved efficiency in the front-of-house service. In particular, this will include the movement to online enrolment and processing procedures.</p>
<p>QTSS release</p> <p>\$183,537.17</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jerrabomberra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Inform Practice in Teaching of Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • Implementation of instructional rounds to strengthen quality teaching practices • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Increased collaboration on programming across year groups leading to clear learning intentions being used in classroom lessons. Higher student engagement in lessons when the learning intention of lessons was clearly stated. Targeted opportunities for observations and quality teaching rounds to upskill and reflect on practice. Extra release for Deputy Principals and Assistant Principals to engage with staff, oversee programs and actively be in classrooms. Resource organisation and management by staff improved. Release of staff to participate in community engagement and meetings. Staffing release aligned professional learning to support the School</p>

<p>QTSS release</p> <p>\$183,537.17</p>	<p>Improvement Plan and developed the capacity of staff, improved staff confidence and their teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To more formally organise a timetable to ensure equitable access of time for planning, collaboration and observations to support teacher growth and reflection leading to improved teaching practices and learning outcomes for students.</p>
<p>Literacy and numeracy intervention</p> <p>\$141,268.68</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Jerrabomberra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practices in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • Employment of additional Learning and Support Teacher to address the identified needs for students who require additional support in literacy and numeracy • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • Employment of a part-time Instructional Leader to mentor staff with the aim of improving teaching and learning outcomes and numeracy results. <p>The allocation of this funding has resulted in: Improved student general maths capability, moving them into higher NAPLAN bands - moving the middle to the top. Improved problem solving in Years 2-6 with collaboration and group work evident. This intensive approach has resulted in improved engagement in learning. Future evidence in 2022 should reflect improved NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle Band 4 increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff to extend intensive small group maths intervention programs. Continuing the focus on reading support to individuals and small groups in Years 1 and 2 to form the basis of success in the higher grades.</p>
<p>COVID ILSP</p> <p>\$23,600.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy and numeracy • Providing intensive small group tuition for identified students who were falling behind their age cohort.

<p>COVID ILSP</p> <p>\$23,600.00</p>	<p>The allocation of this funding has resulted in:</p> <p>The majority of students in the program achieved significant progress towards their learning goals and improved their skills in their area of need. The evidence in work samples collected and analysed showed growth against the NAPLAN writing criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised and will now involve regular monitoring of students as they transition back into classrooms after receiving support.</p>
--------------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	467	451	467	480
Girls	476	491	492	464

Our enrolment figures have remained relatively stable over the past 4 years. However, in 2021 our numbers were reducing slightly and we expect lower numbers in 2022.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	95.9	96.2	95.1
1	94.9	94.4	95.9	94.8
2	95.2	94.7	96	94.4
3	94.9	94.7	96.2	94.7
4	94.1	95.3	95.7	93.5
5	94.2	93.6	96.6	93.6
6	93.3	92.8	95.2	93.5
All Years	94.6	94.5	96	94.2
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

Despite the impact of COVID-19 on attendance, Jerrabomberra maintained a higher level of attendance than the State average by 2.2%.

Our front office procedures have now been extended to more strictly monitor attendance and phone parents whose children do not arrive at school. This is to encourage more regular attendance and encourage more responsibility for reporting by parents in a timely manner.

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.



Kinder Easter hats are always popular

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	37.96
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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.

In 2021, staff members undertook most training in on-line mode. Even staff meetings within the school were undertaken by ZOOM as staff members met in COVID-safe numbers and with appropriate social distancing.

A significant amount of teacher professional learning in 2021 was completed in the teachers' own time, many after school hours. One important program undertaken by the whole staff was 1, 2, 3 Magic - used to support consistent processes to be used to promote self-regulation of behaviours by students.



Zachary Rowswell was a finalist in the Young Achievers Awards for his charity work and humanitarian focus

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 (\$)
Opening Balance	1,181,722
Revenue	8,230,374
Appropriation	7,989,235
Sale of Goods and Services	14,519
Grants and contributions	214,598
Investment income	922
Other revenue	11,100
Expenses	-8,096,725
Employee related	-7,350,587
Operating expenses	-746,138
Surplus / deficit for the year	133,649
Closing Balance	1,315,371

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 2021, with the impact of COVID, some 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. Expenditure on student activities was also less as visitors and presenters were not allowed on site and excursions were changed to meet COVID safety guidelines.



Our new COLA, built through a NSW Government grant and P and C funding

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	336,704
Equity Total	273,554
Equity - Aboriginal	9,558
Equity - Socio-economic	28,261
Equity - Language	29,399
Equity - Disability	206,335
Base Total	6,542,678
Base - Per Capita	237,470
Base - Location	0
Base - Other	6,305,208
Other Total	667,186
Grand Total	7,820,121

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.



Robotics programs are very popular with the students

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 to access the school data.

NAPLAN RESULTS IN 2021

A state-wide target for both Year 3 and Year 5 students is to increase the number of students in the top two bands of NAPLAN.

In 2021, 129 Year 3 students sat NAPLAN. The aim was to monitor and improve student growth over time and to provide teachers with valuable data to assist teaching and learning. Year 3 students are assessed against Bands 1-6. The percentage of students who performed in the top two bands or above appears in the following breakdown:

Reading: 62% in Bands 5 and 6 or above

Writing: 65% in Bands 5 and 6 or above

Spelling: 52% in Bands 5 and 6 or above

Grammar and Punctuation: 60% in Bands 5 and 6 or above

Numeracy: 27% in Bands 5 and 6 or above

Of note in Numeracy in Year 3 is that 34% of students performed in Band 4, one below the top two bands. These are the children we hope to move to a higher attainment in coming years.

In 2021, 137 Year 5 students sat NAPLAN. The aim was to monitor and measure student growth over time and to provide teachers with valuable data to assist teaching and learning. Year 5 students are assessed against Bands 3-8. The percentage of students who performed in the top two bands or above appears in the following breakdown:

Reading: 46% in Bands 7 and 8 or above

Writing: 24% in Bands 7 and 8 or above

Spelling: 52% in Bands 7 and 8 or above

Grammar and Punctuation: 37% in Bands 7 and 8 or above

Numeracy: 32% in Bands 7 and 8 or above

Similarly, in Year 5, 41% of students performed in Band 6, one below the top two bands. These are the children we hope to move to a higher attainment level in the future through targeted programs.

It should also be acknowledged that the numbers of students scoring in the bottom two bands of both Years 3 and 5 across all areas are minimal.

Check-In Assessment in Term 4, 2021

Reading: Year 3 - 64.3%, Year 4 - 64.8%, Year 5 - 66.9.% Year 6 - 71.1%. All scores were above the state averages.

Numeracy: Year 3 - 62%, Year 4 - 69%, Year 5 - 63.8.% Year 6 - 68.6%. All scores were above the state averages except for Year 3 which was 1.6% below the state average.

Areas for further consideration on analysis of this data:

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

- Reinforce and revise the Super Six Reading Strategies
- Language and grammar features need consolidation
- Identifying main themes in a moderately complex text.

- Strategies, particularly predicting and making connections

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

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



In Year 6, Camp Berry develops our students resilience and independence

Parent/caregiver, student, teacher satisfaction

In 2021, we once again used the 'Tell Them From Me' survey to gather information from students, teachers and parents. This is now standard practice in all NSW schools. In 2021, 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 used 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 and they did this in Term 2 and Term 4. Parents and teachers complete the survey in Term 4. Data is analysed 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 2021, 118 parents, 36 teachers and 386 students responded to the surveys. 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. There were three main areas surveyed - advocacy at school, expectations of success and sense of belonging. The responses were strongly positive towards the school.

Advocacy at School:

In 2021, 91% of students responded positively in this area with a growth in the Yr 4 responses. Students have a determination to have high advocacy, wellbeing and high expectation which is above the state and like-schools average. In the past two years, this has improved.

From parent survey results, it was evident that parents feel welcome at the school and feel well-informed. They felt the school was inclusive and supported positive behaviour and safety at school. Parents supported the learning from home procedures.

In 2021, most teachers agreed that our school was a welcoming and culturally safe place for our students.

Expectations of Success:

Almost all students have expectations of success with their learning. In school, this is reflected in the high work ethic displayed by the greater majority of our students as observed by permanent and visiting teachers.

Parents have high expectations of success for all students with 97% expecting completion of Yr 12 for our students and 62% expecting university entry. Support for TAFE qualifications being achieved was 33%.

Teachers have high expectation of students success and also have clear expectations of behaviour. Most teachers have achieved and are maintaining accreditation whilst a small number of new teachers are working towards attainment. Most teachers believe school leaders work to implement change and improvement.

Sense of Belonging:

Students with a strong sense of belonging was averaged at 72% over the year levels, however, there was an upward trend in Yr 4 and 6. Our Aboriginal students in the senior classes indicated almost 100% with a strong sense of belonging to our school.

Most parents believe our school is well-maintained, welcoming and easy to access and move around. For 98% of families, our school is their school of first choice.

Maths continues to be an area considered important by parents and in which they support ongoing improvement. This is also the case with writing.

The school newsletter is still the preferred mode of communication by respondents as well as 84% finding emails from the school or teachers very helpful.

Most teachers have a positive perception of school facilities and a sense of belonging for their students. Teachers felt supported during home learning but indicated some doubt about the value of the student's learning in continuing growth and attainment.

Teachers felt the school was welcoming and culturally safe for students and also felt that they had the capacity to engage students in Aboriginal cultures and histories.

In general:

Our school's survey results are in line with other schools across the state and slightly above in many areas. Overall, advocacy was at 88%, expectations were at 98%, belonging was at 78%. Students thought they had improved most in Maths, Spelling and Technology. Teachers also saw improvement in Maths but agreed it still needed more focused attention and improvement. Access to technology had improved for all. Identified areas for further improvement were the toilet facilities, Maths and Writing.

A Special Note:

Due to COVID restrictions, we were unable to invite parents and carers into the school for many events and meetings. 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 2021, 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. Reports were made regularly to the Parent & Citizen Association (P&C) and to the Aboriginal Educational Consultative Group (AECG) on the planning and progress of the school. Celebration of successes was highlighted in newsletters and via eNews posts. Jerrabomberra is a collaborative, community school and parents are always welcome to contact the school regarding school targets.



Student art work after researching famous Aboriginal artists during NAIDOC Week

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.

Aboriginal Education - School statement

In 2021, we strengthened our processes in formulating Personalised Learning Pathways. We implemented the use of a new template to increase consistency across all year levels and to make it easier to carry information forward from teacher to teacher. We worked harder to involve all parents in the process and were delighted that 100% of parents engaged with the planning and PLP process during the 2021 year.

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.

Anti-Racism - School statement

We have two teachers trained as anti-racism contact persons and look forward to new mandatory training for all staff in the 2022 school year.

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.

Multicultural and anti-racism education - School Statement

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 a 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

Our school Defence School Mentor, Mrs Debbie Nielsen, continues to service the needs of around 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 life experiences and builds connections between them.

Last year, were able to return to holding our ANZAC Day tribute at school and our school leaders were invited to represent our school at community commemorative events.

ENRICHMENT ACTIVITIES

Jerrabomberra continues to offer enrichment groups across Years 2 - 6. These are run across the week by Mrs Walls. The main focus of the groups is Mathematics which supports our school goals. Higher order thinking and problem solving are 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.

In 2021, 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 continued to be our school chaplain in 2021. Mrs Tollis assisted in classrooms with individual tutoring, facilitated Drumbeat sessions 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. She provides a valued welfare role in our school community.

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 2022, we will be able to gradually return to participation in these activities. In 2021, Mrs Wellfare initiated a ukelele group and taught musical skills to all Year 6 through these instruments. This was very well-received by all concerned.

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 2022.

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 2021, the ACT Rostrum Competition was held again. We had one student, Ben Amaricai, excel and progress to the final in the ACT, the best eight speakers in the region.