

2022 Annual Report

Jamberoo Public School



2218

Introduction

The Annual Report for 2022 is provided to the community of Jamberoo Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Jamberoo Public School

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School vision

The Jamberoo Public School's vision is to equip all students with the essential skills to become inclusive and to connect to the broader world.

Our students are taught "To care for themselves, to care for others and to care for THIS place!" We aspire to develop in our students the love of learning, with an academic focus on literacy and numeracy, growth mindsets and self-regulated learning habits, that lead to confident, creative students who are connected to the broader world. We also aspire to foster in our students an imaginative and environmentally sustainable attitude that acknowledges the traditional owners and their lifestyles, towards the place we live and learn and to continue to STRIVE and SUCCEED!

Our teachers are lifelong learners, who demonstrate personal responsibility for improving their teaching practice to enhance learning opportunities for their students. The teachers at Jamberoo Public School work in a collaborative, inclusive and supportive environment, where coaching and mentoring is part of the lifestyle.

We strive to maintain a culture of celebration, where everyone's individual goals are recognised and encouraged. We are a small school making a big difference.

School context

Jamberoo Public School is located in Jamberoo, a small town located 11 kilometres inland from Kiama on the South Coast of NSW. Traditional stories speak of the Dharawal people who first came to the area, bringing the cabbage tree palm (Dharawal). Nomadic Wadi Wadi tribes then passed through this heavily bush-clad region, following trails north. One of their traditional camps was near modern-day Jamberoo (which actually means 'track or meeting place'). Throughout our beautiful region, there are stone arrangements in the Jamberoo Valley and engravings in the nearby Foxgrounds. Connecting to our First People is important to Jamberoo Public School and our surrounding community. We are grateful for the Dharawal people and acknowledge the country that our school operates in.

Jamberoo Public School has 145 students, with 9 teaching staff and 7 non-teaching staff members. The students at Jamberoo are dynamic and enthusiastic, and our school prides itself on being inclusive and catering to all learners' diverse needs. Our most significant feature is our tiered learning support program.

1. Students who are not reaching their targets are given extra support in one-on-one or small group instruction with a learning support teacher.
2. Students who demonstrate that they have missed specific concepts essential for their future development are catered for in an "off the boil" class.
3. Students who have demonstrated skills that would benefit from acceleration or extension are given access in school to an enrichment group taught by a teacher specialising in High Performance and Gifted Education (HPGE).
4. Our HPGE students are also given opportunities out of school. One is in our Community of Schools Gifted and talented program, and the other is further reaching in our network-based programs throughout the South Coast.

Currently, Jamberoo Public School has students participating in all of the above-mentioned settings.

Jamberoo Public School is part of a very supportive community, and we value the parent and community involvement in our school. Evidence of this support is the developing technological focus around our school. With a STEAM program operating in our library, the students use their growth mindsets to develop critical and creative thinking skills through communication and problem-solving activities to develop themselves as future global thinkers.

Jamberoo Public School is an environmentally conscious school. Students are allowed to work with community members in our school garden, care for our productive school chickens, learn in our P&C sponsored outdoor classroom or even study the Aboriginal bush-crafts in our bush tucker garden. Students are also working closely with our government to create an Aboriginal Jamberoo (meeting place or track) in our school grounds that can be used by our community and will include opportunities for sharing and yarning circles to take place.

Our school has undertaken a rigorous Situational Analysis and undertaken consultation with the wider school community to develop the future directions for our School Improvement Plan for 2021-2024. Our two strategic directions are:

1. Student Growth and Attainment

This strategic direction will focus on improving student achievement in literacy and numeracy.

2. Engage, reflect and achieve.

This strategic direction will focus on improving attendance and student engagement and putting systems to improve all students' overall well-being.

At Jamberoo Public School, we always encourage our students to "Strive and Succeed!"

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to meet the diverse needs and strengths of students, we will use an evidence-based and data focused approach to ensure the development of skills in literacy and numeracy. Through an informed pedagogy and a collaborative methodology, students will increase in confidence, academic achievement and self-motivation.

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.

- Data Driven Teaching and Learning
- Research Informed Pedagogy

Resources allocated to this strategic direction

Literacy and numeracy: \$15,573.34
Integration funding support: \$38,531.25
English language proficiency: \$3,533.04
Low level adjustment for disability: \$36,517.43
Socio-economic background: \$17,282.45
Professional learning: \$10,729.52
QTSS release: \$27,466.12

Summary of progress

Data-driven teaching and learning and research informed pedagogy have driven the improvement of student learning outcomes in the areas of literacy and numeracy in 2022. Teachers have collaboratively engaged in analysing, interpreting and extrapolating data to inform planning, identify interventions and modify teaching practice. Throughout the year staff have participated in collaboration rounds and data sessions. Leading to the development and implementation of procedures to collect, analyse and track student progress.

As a result, teaching staff are now more confident to utilise triangulation of data to define school trends and target instruction. Teachers genuinely engaged in targeted professional learning and collaboration across the school was strengthened.

The school now has a whole school approach to teaching and learning that is based on evidence and data which caters for the diverse needs of our learners.

2022 NAPLAN targets in reading and numeracy not met. Scout data to drive future focused teaching and learning.

In 2023 Jamberoo Public School will:

- Refine external and internal student data analysis practices to identify targets for individual teachers which meet the needs of their learners.
- Build capacity of staff to personalise their planning and target resources by developing expertise in SCOUT data analysis.
- Trial and adapt the new K-6 English and Mathematics syllabuses in all classes across the school.

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
NAPLAN top two bands <ul style="list-style-type: none">• 8.64% uplift in the percentage of students achieving in the top two bands in NAPLAN reading.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 45.24% indicating progress yet to be seen toward the lower-bound system negotiated target. The school has seen progress towards this target with teachers identifying interventions and modifying teaching practice for individual students.

<p>NAPLAN top two bands</p> <ul style="list-style-type: none"> • 7.74% uplift in the percentage of students achieving in the top two bands in NAPLAN numeracy. 	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 35.71% indicating progress yet to be seen toward the lower-bound system negotiated target. The school has seen progress towards this target through a whole school approach to teaching and learning that is based on evidence and data which caters for the diverse needs of our learners.</p>
<p>Expected Growth</p> <ul style="list-style-type: none"> • No expected growth as measured by NAPLAN due to the impact of COVID 19. Expected growth measured by internal data. 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>Expected Growth</p> <ul style="list-style-type: none"> • No expected growth as measured by NAPLAN due to the impact of COVID 19. Expected growth measured by internal data. 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN Value Added</p> <ul style="list-style-type: none"> • No value add as measured by NAPLAN due to the impact of COVID 19. Value add measured by internal data. 	<p>Value added (VA) data for Years 3-5 is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Engage, reflect and achieve

Purpose

In order to create a stimulating and engaging learning environment, we will implement a strategic and planned approach to whole school wellbeing processes so that the wellbeing of students increases.

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 engagement
- Student wellbeing

Resources allocated to this strategic direction

Integration funding support: \$15,161.75

Professional learning: \$3,249.00

Per capita: \$35,122.46

Low level adjustment for disability: \$10,625.78

Location: \$1,814.60

Aboriginal background: \$5,148.58

Summary of progress

In 2022, Jamberoo Public School implemented a diverse range of programs to lift student engagement and increase student wellbeing. Programs have included a variety of extracurricular activities, Indigenous projects, incursions, excursions, lunchtime initiatives, Rock and Water and whole school professional learning around individual responses to student behaviour.

As a result, Sentral notifications were shared regularly with the staff to identify needs and trends in student behaviour. Whole school and targeted cohort-based programs were implemented after a review of student Sentral notifications. Rock and Water was quite effective but requires more training and time. Professional learning sessions provided teachers with ideas and strategies to utilise in their classrooms.

In 2023 Jamberoo Public School will:

- Implement the 'Grow Your Mind' initiative, whole school.
- Continue to build on welfare programs implemented in 2022.
- Employ more strategic whole school processes to collect and analyse student wellbeing and engagement data.

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
Tell Them From Me - Wellbeing <ul style="list-style-type: none">• An uplift in Tell Them From Me wellbeing data (advocacy, belonging, expectations) of 5.4%	Tell Them From Me data shows students identifying as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) as progress yet to be seen toward the lower bound target.
Attendance <ul style="list-style-type: none">• 5.2% uplift of students attending school greater than 90% of the time.	The number of students attending greater than 90% is tracking towards progress in the lower bound target. There will be a continued focus on "Everyday Matters" in 2023 so that we have students attending school regularly.
Self-assessment against the School Excellence Framework in the element 'Wellbeing' indicates improvement from Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Wellbeing' shows the school currently performing at Sustaining and Growing. The school is focused on lifting the theme of 'behaviour' from delivering to sustaining and growing through teachers and other school staff explicitly communicating expectations of behaviour across the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$53,693.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jamberoo 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"> • Data Driven Teaching and Learning • Research Informed Pedagogy • Student wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$17,282.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jamberoo Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Data Driven Teaching and Learning <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 • equitable access to specialist resources <p>The allocation of this funding has resulted in the following impact: All students are able to access extra-curricular activities that complement their learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to enable all students to access activities and resources that improve academic outcomes.</p>
<p>Aboriginal background</p> <p>\$5,148.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jamberoo 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</p>

<p>Aboriginal background</p> <p>\$5,148.58</p>	<p>including:</p> <ul style="list-style-type: none"> • Student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: Engaging literacy and numeracy focused Aboriginal identified positions to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$3,533.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jamberoo 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"> • Data Driven Teaching and Learning <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</p>
<p>Low level adjustment for disability</p> <p>\$47,143.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Jamberoo 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"> • Data Driven Teaching and Learning • Research Informed Pedagogy • Student wellbeing • Student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted students are provided with an evidence-based intervention Positive Playground to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: An increase in students demonstrating positive behaviours on the playground. The school achieved a more consistent approach to student learning support and interventions with increased learning support referrals and subsequent collaborative learning support activities. Funding of the Behaviour project has meant that students are given opportunities to explore positive social situations and appropriate behaviours.</p>

<p>Low level adjustment for disability</p> <p>\$47,143.21</p>	<p>After evaluation, the next steps to support our students will be: To further expand the impact of the behaviour project and the learning support team, the school will provide additional support for identified students through this funding.</p>
<p>Location</p> <p>\$1,814.60</p>	<p>The location funding allocation is provided to Jamberoo Public School to address school needs associated with remoteness and/or isolation.</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"> • Student wellbeing • Student engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$13,978.52</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 Jamberoo 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"> • Data Driven Teaching and Learning • Research Informed Pedagogy • Student wellbeing • Student engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The development of an attendance to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$15,573.34</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jamberoo 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"> • Data Driven Teaching and Learning • Research Informed Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy updating reading resources to meet the needs of students teacher release to engage staff in effective reading in the early years.

<p>Literacy and numeracy</p> <p>\$15,573.34</p>	<p>The allocation of this funding has resulted in the following impact: Better understanding and teaching of reading in the early years. The use of decodable readings in K-2.</p> <p>After evaluation, the next steps to support our students will be: Teacher release to present home reading workshops for Early Stage 1/Stage 1 parents to increase participation in the home reading program using decodable readers.</p>
<p>QTSS release</p> <p>\$27,466.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jamberoo 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"> • Research Informed Pedagogy <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 • 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 the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions and success criteria and strongly focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To employ a specialist to lead improvement in areas where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$51,133.00</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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing teaching staff to support the administration of the program. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: 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 have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	71	63	67	69
Girls	70	79	72	68

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	96.3	93.3	90.4
1	94.5	94.4	93.9	86.5
2	93.5	92.0	92.7	89.4
3	91.8	91.4	94.0	87.9
4	94.2	94.4	92.3	88.4
5	93.5	92.7	94.0	91.3
6	93.0	90.8	92.7	83.5
All Years	93.6	93.2	93.2	88.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.



Feeding the school's many chickens.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.79
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.68

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	109,729
Revenue	1,675,370
Appropriation	1,613,802
Sale of Goods and Services	-849
Grants and contributions	61,417
Investment income	1,000
Expenses	-1,654,223
Employee related	-1,458,198
Operating expenses	-196,025
Surplus / deficit for the year	21,147
Closing Balance	130,875

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.

	2022 SBAR Adjustments (\$)
Targeted Total	53,693
Equity Total	73,107
Equity - Aboriginal	5,149
Equity - Socio-economic	17,282
Equity - Language	3,533
Equity - Disability	47,143
Base Total	1,290,276
Base - Per Capita	35,122
Base - Location	1,815
Base - Other	1,253,339
Other Total	73,560
Grand Total	1,490,636

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Reece M (Year 6 student)

I think Jamberoo Public School is a great school because of its uniqueness, opportunities and support. JPS is unique from other schools because of its forest where kids can play, learn and build and the chickens which teaches students how to take care of animals. JPS also has great opportunities such as debating, Tournament of the Minds and many others which every single one teaches their own set of skills.

JPS also has great support. Such as teachers, who would help you if you failed, and help you to improve even further. Also friends, which would cheer you on all the way to success. That is everything that you need to know about Jamberoo Public School in 2022.

Mrs Rebecca Binks 2022 P&C President

2022 saw the JPS P&C back in top fundraising form. We were able to shake off the challenges imposed by Covid restrictions in the previous two years and re-engage with the school and wider community to raise funds to enrich the already amazing JPS school experience for our kids. Our motto became "there's no point raising money if we don't have a solid plan to spend it" - so spend it we did! A few of the ways that we have been able to contribute are:

- * Funding a whole school wellbeing program, "Grow Your Mind."
- * Funding a whole school, yearlong music program through the Wollongong Conservatorium.
- * Funding the implementation of sport coaching sessions across the primary years.
- * Financial support of the school garden and chicken program.
- * Financial support of the school production, which had its funds depleted in 2021 when Covid prevented live performances and ticket sales.

Jamberoo Public School is not just an educational facility. It is a strong and committed family made up of staff, parents, carers and community members, who all work side by side to ensure that the kids always remain the number one priority. The success of the JPS students is cherished and celebrated by all stakeholders, and a better team you will not find! Despite stepping down as the P&C President after three years, I look forward to remaining part of the JPS experience for years to come as an invested parent. I know the incoming P&C Committee is excited to work with Chris Speirs and his team to keep kicking goals in 2023.

Mrs Behl-Shanks Jamberoo Public School Teacher

The staff are committed to improving their teaching practice, engaging with colleagues to learn, share ideas and seek and apply constructive feedback during weekly professional learning and through shoulder-to-shoulder collaboration with the Assistant Principal - Curriculum and Instruction. Having been selected as an Accelerated Adopter school in 2022, our expert K-2 staff have engaged with and enacted the new syllabus and are now embedding these in their classrooms. With all staff sharing their voice through the 'What Works Best' survey, a common focus point of 'effective feedback' has been identified for ongoing professional learning. Our staff are data literate, consolidating their skills through regular structured sessions to analyse and interpret external data, and triangulating this with students' results seen in class. They use this to meet students at their point of need. Staff have also identified the need to improve our structures for lifting student well-being and managing challenging behaviour, with several initiatives led by our two Assistant Principals to support staff and students in these areas. Fortunately, with numerous projects in the pipeline at JPS, we have a passionate staff who consistently demonstrate they have the best interests of our students and are committed to evaluating practice and programs to improve student learning.

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.