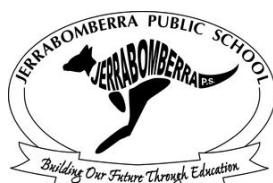


2022 Annual Report

Jerrabomberra Public School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

Just as last year, 2022 continued to be an extraordinary year in so many different ways.

Whilst we are in the 20th year of the school's establishment, we have found little time to celebrate. COVID still impacted on our school operations, with 62 staff members absent with the virus throughout the year as well as several others with influenza. This also meant that our attendance and subsequent learning suffered as many students were also absent with the same. Perhaps 2023 will be the year for better health and a chance to catch up.

Having said this, the results from our Check In assessments for Years 3 - 6, and NAPLAN for Years 3 and 5, were pleasing and actually indicate that some great learning has taken place both at home and at school during the past year. We were pleasantly surprised and appreciate everyone's efforts to learn and even excel. Well done teachers, students, and parents. It has not been an easy time!

Like most schools state-wide, we have suffered from teacher shortages. Fortunately, we have been luckier than some schools and managed far better than many. We have a loyal group of casual teachers whom we very much appreciate and value their service.

Perhaps the biggest impact on the school this year was the proposed implementation of a new zoning plan. Jerrabomberra residents were dismayed to discover that half the suburb would not be zoned to Jerrabomberra PS anymore. This was not taken well by P&C, parents and other citizens and a lengthy campaign was mounted by the community to have it reversed. The community rallied together and after much lobbying, the decision was changed. As community members said, "We just want our kids to go to the local school that they can see from their doorstep." This included both primary and secondary student cohorts.

Next came the second challenge thrown our way. The high school promised to open in 2023 was obviously not going to be ready due to a variety of reasons. After several sites were considered, the only one that could be developed in time for the start of the 2023 school year was deemed to be Jerrabomberra PS. There were many reasons for this, all of which were outside our control. As we compiled this report, the foundations were going in for the temporary high school, a new demountable was being installed for our primary school, we changed some of our internal operational times and practices to accommodate our temporary neighbours and we are hopeful that all will proceed as planned for 2023 for both schools and for all our students in Jerrabomberra.

Each year there are some phenomenal efforts to acknowledge. This year's first extraordinary effort must go to the P&C and Jerra community for their staunch support in speaking up for every local child in Jerrabomberra and saving JPS and JHS for all students. A special thank you from all the community to Kylie Prescott and her loyal band of parents and citizens. The second extraordinary effort comes from the executive staff, teachers, office staff and students who have taken the many changes this year in their stride and adapted. Whilst there will no doubt be more to come, we must always remember it is what happens inside the classrooms and buildings that make a good school, not the disruptions to the norm that are happening outside. Teaching and learning will still happen, and children will continue to thrive.

I offer my personal thanks to all at JPS for your community spirit which was so evident this past year. My thanks also for your patience while we still dealt with COVID restrictions and endeavoured to keep our staff and students healthy and safe. We look forward to a return to the normal in the very near future and to your continued support of the education of the children of Jerrabomberra.

In deep gratitude,

Chris Hunter

Principal

Message from the school community

What a year! Zone Jerra to Jerra & the eve of Jerra High

2022 has been a year like no other! It will forever be remembered as the year we fought to #ZoneJerratoJerra! In March, our community was informed of a zoning decision to cut Jerra in half. Those living in Jerra Heights were told they were out of zone for both Jerra Public and the new Jerra High from 2023 onwards. This news saw a community-led campaign emerge, led by the JPS P&C, parents, and Jerrabomberra Residents' Assoc (JRA).

Thankfully, after a long campaign, the zoning decision was overturned and Jerra Heights was zoned back into the primary school and so was the high school as per the original high school announcement in 2018. We learned that 1000+ community submissions had been received by the NSW Govt for the #ZoneJerratoJerra. We celebrated Parent. Power. Success.

Thank you to EVERYONE for fighting for Jerra and engaging in meetings, letterbox drops, sending emails to decision makers, speaking to the media, and making #ZoneJerratoJerra signs to share on Facebook. Our "WE DID IT!" Facebook post is our top post of all time by a country mile! Sincere thanks to all on the #ZoneJerratoJerra team, especially Belinda Merton, Debbie Burkevics, and Rebecca Camp. Thanks also to Margot Sachse and David Hope from the JRA. HUGE thanks to the MANY parents that connected with the P&C on this issue. A true community effort.

Now, this win was short lived as the P&C were told on 30 June that the new high school building would not be ready to open Day 1, Term 1, 2023 as promised, and 2024 was more likely. This once again put us all in a challenging position. A solution was needed to ensure continuity of education so a temporary high school consisting of 22 demountables on Jerra Primary's playground was decided as the only feasible solution in the time allowed. It seems unbelievable, but as I write this, I see a crane lifting demountables into place. The year, like no other, continued. However, now at the beginning of 2023, we do have a temporary high school in operation and the permanent high school continues to grow rapidly on our western horizon. We look forward to the day that we our secondary students occupy the new build and our primary school returns to some form of normality.

News and thanks that does align with our usual report is the thanks we extend to all those on the P&C executive and committee. We are so pleased that our superb trivia night occurred this year after a two-year covid pause. We've also run successful raffles and our brilliant disco - a favourite for our movers and groovers. The happy smiling faces of our raffle winners and kids dancing are wonderful reminders of the great community connection our school provides. Thanks to Jaye Cox, Dan McAlpine, Wendy Mato-Onslow and all on the fundraising committee.

Thank you to Mrs Hunter, for your steadfastness during the year like no other. The value our community place on your decade's long investment in high quality education in Jerra were on full display this year. Finally, we extend the warmest welcome to our inaugural Jerra High Principal Scott O'Hara and staff, as well as Nathan Lozberis, inaugural Jerra High P&C President.

While it has been a year-like-no-other, there are many great things to come, of this, we are sure.

With regards,

Kylie Prescott, President,

Jerrabomberra Public School P&C

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 community school in the Queanbeyan District. It has grown from 240 to 920 students in 20 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2022, there are 36 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, 3% are of Aboriginal and Torres Strait Islander 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. 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	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

Professional learning: \$37,051.00

Early Adopter Funding: \$6,223.00

Low level adjustment for disability: \$36,799.48

QTSS release: \$91,074.90

Literacy and numeracy: \$25,616.22

Literacy and numeracy intervention: \$110,342.00

Summary of progress

Explicit Teaching Practices in Literacy

During 2022 Explicit teaching in literacy was a focus with staff involved in trialling the new K-2 syllabus. 100% of Yr 1 teachers completed the Accelerated Adopter Professional Learning across the year and provided feedback to the Department. Kindergarten and Yr 2 teachers then completed the initial new English and Mathematics Curriculum training in preparation for implementation in 2023. Units of work in literacy were trialled and modified to support explicit teaching practices. Teacher survey indicated that 100% of teachers feel more confident to implement the new curriculum in 2023.

Use of Data to Inform Practice in the Teaching of Literacy

All stages reviewed data regularly to monitor progress of students to ensure upward movement throughout 2022. School-wide data (excluding Kinder) was collected from the Progressive Achievement Test (PAT) in reading 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 and the opportunity to evaluate teaching and learning programs. 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 and Curriculum Implementation in Literacy

In 2022, 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. A review of reporting guidelines led to greater consistency of teacher judgement across all year levels in literacy.

Next Steps:

Full implementation of the new English curriculum K-2 will occur in 2023. The staff will be supported by the new AP C&I personnel to further analyse data in order to support individual progress of all students in an upward trajectory. The AP C&I will work with teachers to improve teaching practices and ensure implementation of new curriculum.

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 proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 6.6% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates 5% in the proportion of Year 3 & 5 students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating achievement of the system-negotiated target. The percentage of students achieving in the top 2 bands and above in Year 3 NAPLAN reading was 67% reflecting an improvement of 5% from 2021. There is an upward trajectory towards reaching systems-negotiated targets.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 1.25% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



P and C Book Boost for our library added many new books to our collection.

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

Low level adjustment for disability: \$36,799.48

Socio-economic background: \$22,319.60

Per capita: \$2,516.40

QTSS release: \$91,074.90

Literacy and numeracy intervention: \$34,458.46

Summary of progress

Explicit Teaching Practices in Mathematics

During 2022 all Yr 1 staff completed Professional Learning under the Accelerated Adopter program to trial units of work in the new K-2 Mathematics curriculum in preparation for curriculum implementation in 2023. This professional learning involved reviewing and giving feedback regarding the units of work provided and developing a deeper understanding of the organisational framework that surrounds the new syllabus. A survey indicated that 100% of teachers surveyed feel confident to implement in 2023.

Use of Data to Inform Practices in Mathematics:

Assessments were analysed to create baseline data for PAT Mathematics results during 2022. The ongoing updates of tracking information measured individual student growth and demonstrated statistical change in each cohort which allowed teachers to be more responsive to student need. Teachers also participated in Staff and Stage Meetings where they analysed the data from NAPLAN as a group to identify areas of strength and areas for improvement within classroom teaching and learning programs.

Collaboration and Curriculum Implementation in Mathematics

An Instructional Leader Mathematics position was created at the school level to assist with the implementation of curriculum. As part of this role there was collaboration with teachers in areas of identified need by the teacher. Collaborative planning and implementation occurred on the new Mathematics scope and sequences K-2 in preparation for the new curriculum in 2023. Other stage groups also reviewed their scope & sequence documents to give consistency across the school.

Next Steps:

We will continue with teacher professional learning and implementation of 'Starting Strong' and 'Working with the Big Ideas' as we did not progress as far as anticipated 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 work with the AP C&I to develop a definitive plan to improve numeracy in the school. The AP C&I, along with the Mathematics committee, will lead the staff in a collaborative planning process to further develop and implement high quality curriculum ideas and gain more growth in numeracy.

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 proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 8.6% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase of 0.54% in the proportion of Year 3 and 5 students achieving in the top two skill bands for NAPLAN numeracy from baseline data, however the school did not achieve the system-negotiated target. The percentage of students achieving in the top 2 bands and above in NAPLAN numeracy increased by 8.3% reflecting an improvement from 2021. There is an upward trajectory towards reaching systems-negotiated targets.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 1.55% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



A special visitor supporting student learning.

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 and Torres Strait Islander students to achieve their best personal levels and to enhance whole-school understanding and commitment to reconciliation and valuing our unique Aboriginal and Torres Strait Islander 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

Aboriginal background: \$12,249.00

Socio-economic background: \$3,658.00

Summary of progress

Wellbeing for All:

Throughout 2022 we have continued 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 continuation 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 was positive. The most noticeable improvement, is the significant drop in "red behaviour cards" as teachers implement this change and children respond to it. We also facilitated 75 parents to complete the program online to encourage consistency at school and at home. A high percentage of the parents who completed this course reported a positive impact.

Connecting with Community:

Effective monitoring of attendance through daily follow-up on absences with parents and carers has improved parental support and compliance in 2022. We 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. However, despite this, absences have increased as we still suffer a post-Covid vigilance to illness and families taking up opportunities to reconnect with families after Covid isolation over the past 2 years.

Our efforts to better connect with Aboriginal families has made excellent progress. In 2022, 100% of our Aboriginal families have been involved in PLP meetings and our Coffee Meetings with parents are gaining traction as we meet informally to discuss students progress and any concerns.

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:

In 2023, we will introduce new measures to improve attendance in the post-Covid decline which we have noticed in our data. This will include rewarding > 95% attendance in students. It will also include close monitoring of students in the <90% range and working with parents to improve attendance.

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 proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 3.85% from baseline data towards the system-negotiated target.	Tell them from Me (TTFM) data indicates a decrease of 3.34% in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress yet to be seen toward the system-negotiated target.
Increase the proportion of students attending school 90% of the time or more by 2.35% from baseline data towards the system-negotiated target.	Attendance data indicates a decrease of 35.59% in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target.
Increase the proportion of community reporting in the Tell Them From Me survey that 'Parents feel Welcome' and 'Parents are Informed' to be at or above state norms .	TTFM data indicates a decrease in the proportion of community reporting 'Parents feel Welcome' and 'Parents are Informed' from baseline data indicating progress toward the school-based target. However, the school remains above the state norm for 'Parents feel Welcome'.



Book Week is an important welfare event at JPS and is supported by all students K-6.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$384,549.00</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"> • Other funded activities <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, behaviour, supporting reading and Multilit • staffing release for individual case conferences and development of Personalised Learning Plans (PLPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning plans (PLPs). <p>The allocation of this funding has resulted in the following impact: Students with needs were able to attain PLP goals. Staff knowledge and confidence increased in relation to supporting student needs. Parents and carers were more engaged in planning PLPs and reviewing progress.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of SLSOs to service learning needs of students. Continued support to progress their professional learning to cater for identified student needs. Continued release for case conferences. Multilit to continue to be delivered with SLSO provision.</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"> • Collaboration & Curriculum Implementation in Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in the following impact: Literacy resources were purchased to support the imminent implementation of the new K-2 English syllabus. Staff trained as an Early Adopter school in the new K-2 syllabus. 100% of staff in Yr 1 indicated that they felt supported and had an increased knowledge of the new syllabus expectations. Extra LaST time was used to improve literacy outcomes for Year 1-2 students. Online programs for students and teachers were purchased to support</p>

<p>Literacy and numeracy</p> <p>\$25,616.22</p>	<p>teaching and learning planning and achievement.</p> <p>After evaluation, the next steps to support our students will be: Further resourcing is planned in literacy to support implementation of the new curriculum. Drilling down into data to provide greater differentiation leading to student growth. Further training for ES1 and Yr 2 teachers in the new Literacy curriculum. Engagement by Stage 2 and 3 teachers with the draft Literacy and Numeracy curriculum, preparing for implementation. Updating of resources to meet needs in Stages 2 and 3.</p>
<p>Professional learning</p> <p>\$37,051.00</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"> • 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"> • participation in Early Adopters program with specialist TPL, trialling of units and feedback to the facilitator for seven Yr 1 teachers • online NESAs training modules for Kinder and Yr 2 teachers completed • review of scope and sequence documents for Literacy and Numeracy undertaken. <p>The allocation of this funding has resulted in the following impact: New scope and sequences align with the new curriculum for K-2. Yr 1 teachers confident to implement new curriculum and to assist ES1 and Yr 2 teachers to also implement in 2023.</p> <p>After evaluation, the next steps to support our students will be: Continued engagement with the K-2 Literacy and Numeracy syllabus documents and draft Yr 3-6 documents for all staff aiming for full implementation in 2024. A focus on consistent teacher judgement and moderation across grades to inform consistency in assessments. Perfecting the practice of drilling down into data to inform teaching and learning at a more individual student level.</p>
<p>Socio-economic background</p> <p>\$25,977.60</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>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 • Connecting with Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement • employment of additional staff to support student welfare program implementation. <p>The allocation of this funding has resulted in the following impact: Student welfare support has been provided to students with emotional and anxiety issues that has been affecting their learning. This was to supplement our school counsellor allocation. More students attended extra curricula activities due to the school financially</p>

<p>Socio-economic background</p> <p>\$25,977.60</p>	<p>supporting their attendance. Engagement with our Aboriginal families has risen due to releasing staff to organise events and meet with parents more informally.</p> <p>After evaluation, the next steps to support our students will be: Support of this nature will continue into 2023. Of special importance is the need to continue mentoring students with emotional and anxiety needs with a qualified practitioner.</p>
<p>Aboriginal background</p> <p>\$12,249.00</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"> • Connecting with Community <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 Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Growth in writing capability of students in Years 3-6. Support with literacy skills in Yrs K-2. Parent collaboration over PLPs is at an all-time high - 100% parent meetings held. Parent coffee meetings have began as a way to involve Aboriginal parents in a more informal way in their child's education. Student lunches and activity meetings allow our Aboriginal students to get to know and relate to each other.</p> <p>After evaluation, the next steps to support our students will be: Continued emphasis on tracking student growth year by year to ensure progression towards individual goals. Further interaction with parents and students through meet-ups and planned activities. Monitoring of attendance to encourage improvement and the impact it will have on academic progress.</p>
<p>English language proficiency</p> <p>\$35,791.14</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing for intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Growth in literacy skills of EAD/D students in lower grades. After small group tuition, improvement in students writing skills in older</p>

<p>English language proficiency</p> <p>\$35,791.14</p>	<p>grades.</p> <p>After evaluation, the next steps to support our students will be: Continue to track students progress in the coming year to ensure they continue to improve their literacy skills in particular. Consult with teachers over the needs of EAL/D students within the classroom and offer advice. Provide further support to students in small group lessons.</p>
<p>Low level adjustment for disability</p> <p>\$200,012.06</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"> • Explicit Teaching Practices in Literacy • Explicit Teaching Practices in Mathematics • Other funded activities <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 Reading Support to increase learning outcomes • employment of LaST and interventionist teacher • 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 <p>The allocation of this funding has resulted in the following impact: Individual students needs were met through planned intervention programs and meeting ILP goals. The Learning Support Team equitably allocated support utilising the Learning Support Teacher, SLSOs, Reading Support and EALD resources. Students who received support improved their reading and maths capabilities. Teachers and SLSOs were released to meet with parents and carers to consult and develop ILPs.</p> <p>After evaluation, the next steps to support our students will be: More accurate budgeting to utilise funds over the whole year to best service the needs of students. To better train and utilise support staff to be para-professionals and work on educational support. To track growth and the impact of programs more accurately.</p>
<p>QTSS release</p> <p>\$182,149.80</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 • Use of Data to Inform Practice in Mathematics <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

<p>QTSS release</p> <p>\$182,149.80</p>	<p>Improvement Plan and develop the capacity of staff</p> <p>The allocation of this funding has resulted in the following impact: Collaboration at year levels allowed high-level curriculum planning for consistency of delivery across the grades. Release of executives facilitated mentoring and greater support for our teachers, especially in the collation and analysis of data for growth. QTSS enabled quality teaching rounds to take place, providing opportunities for sharing and validating practices. QTSS allowed Teacher Professional Learning to be undertaken to support the Schools Improvement Plan and new curriculum planning and implementation.</p> <p>After evaluation, the next steps to support our students will be: Full implementation of the new English and Maths syllabus for ES1 and Stage 1 classes. Engagement in new curriculum for Years 3 - 6 teachers and planning for implementation. Continued teacher and executive release to plan for quality teaching and learning and to mentor staff. QTSS release for instructional teaching rounds.</p>
<p>Literacy and numeracy intervention</p> <p>\$144,800.46</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"> • Collaboration & Curriculum Implementation in Literacy • Collaboration & Curriculum Implementation in Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST 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 <p>The allocation of this funding has resulted in the following impact: Literacy levels in Year 1 were targeted for intervention reading support and students supported to reach "at grade" levels. Numeracy levels were targeted and raised for Year 5 students through employment of specialist teacher. High-performing students were targeted for extension activities through specialist teacher employment to encourage higher maths performance. SLSOs delivered Multilit programs to students in need and improved their reading and comprehension levels.</p> <p>After evaluation, the next steps to support our students will be: Continued reading support targeting Year 1 to catch children requiring support early. Training SLSOs in literacy implementation strategies such as Multilit. Intensive analysis of data to facilitate consistency of intervention for students in need across all year levels. Moving the middle to the top as a priority with intervention groups. Specialist numeracy intervention to promote growth in maths in line with SIP goals.</p>
<p>COVID ILSP</p> <p>\$22,656.00</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>COVID ILSP</p> <p>\$22,656.00</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/numeracy - writing • providing intensive small group tuition for identified students who were low in maths <p>The allocation of this funding has resulted in the following impact:</p> <p>Small group tuition in maths for Year 5 students led to improved outcomes. Students growth and confidence was evident.</p> <p>Small group tuition in writing in Year 3 led to improved attainment of outcomes as evidenced in data collected at beginning and end of intervention.</p> <p>Maths tutoring also addressed needs of children in Year 2 and Year 4, reflecting growth in confidence and skills over each term.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Covid small group tutoring to continue in maths and literacy for students identified from analysis of a variety of data - e.g. NAPLAN, PAT tests, Checkin data.</p> <p>Consistent data collection at beginning and end of tutoring to indicate growth over time.</p>
<p>Early Adopter Funding</p> <p>\$6,223.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 allocation include:</p> <ul style="list-style-type: none"> • staff training opportunities to engage and trial the new English curriculum. • consultation and feedback to Curriculum advisors on new curriculum units in Year 1. <p>The allocation of this funding has resulted in the following impact:</p> <p>All seven Year 1 staff engaged and trialled the new English units in collaboration with the Curriculum Advisor.</p> <p>100% of staff reported high levels of confidence with the anticipated release of the syllabus in 2023.</p> <p>Scope and sequence documents have been prepared and are ready for implementation in 2023 in ES1 and S1 classes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Book resources for literacy units to be purchased ready for syllabus implementation in 2023. All rooms to have own resources for ease of access.</p> <p>Years 3 - 6 are to engage with the draft English and Maths syllabus documents so that they can implement in 2024.</p>



Our commitment and participation in community events such as Anzac Day is part of our school ethos.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	451	467	480	473
Girls	491	492	464	459

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	96.2	95.1	90.0
1	94.4	95.9	94.8	89.6
2	94.7	96.0	94.4	89.3
3	94.7	96.2	94.7	89.2
4	95.3	95.7	93.5	88.1
5	93.6	96.6	93.6	87.5
6	92.8	95.2	93.5	87.1
All Years	94.5	96.0	94.2	88.7
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.



Our Performing Arts presentation at the Canberra Theatre involved a large group of talented students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	37.91
Literacy and Numeracy Intervent	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

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.

In 2022, staff at Jerrabomberra engaged in a significant number of on-line courses. Both mandatory and elective training were undertaken by staff with many teachers maintaining their accreditation by achieving their 100 hours of professional learning. Much of this TPL was undertaken out of school hours in the teacher's own time. One important aspect of training in 2022 was the Aboriginal Cultural training through the Australian National Museum and also the DoE mandatory training site.

All Year 1 teachers undertook training for the new English curriculum under the Early Adopters Program, spending many hours in training, trialling and responding to the new syllabus with feedback to the department facilitator.

A refresher course in 1, 2, 3 Magic was held for teachers and 75 families undertook the parents' course to support this behaviour program both at school and at home.



The turning of the first sod for the new Jerrabomberra High School was a significant milestone in 2022.

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	1,052,112
Revenue	8,709,470
Appropriation	8,337,087
Sale of Goods and Services	17,618
Grants and contributions	344,981
Investment income	9,283
Other revenue	500
Expenses	-8,273,395
Employee related	-7,335,395
Operating expenses	-938,000
Surplus / deficit for the year	436,075
Closing Balance	1,488,186

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 2022, the continued impact of COVID restrictions, saw some spending curtailed especially in the area of teacher professional learning. As many courses were on-line presentations, costs were reduced and not all funds expended.

The impact of the temporary high school being erected on our school grounds also stifled our spending on planned ground's improvements. We could not spend fundings on improvements due to the fact that we had no space to facilitate projects. Funding will be required to restore and better grounds when the high school buildings are removed from the site in 2023/2024.



Lunchtime activities such as GLAD space are important for our students.

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	384,549
Equity Total	274,030
Equity - Aboriginal	12,249
Equity - Socio-economic	25,978
Equity - Language	35,791
Equity - Disability	200,012
Base Total	6,690,802
Base - Per Capita	239,616
Base - Location	0
Base - Other	6,451,185
Other Total	727,744
Grand Total	8,077,124

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.



Inclusion for all students is important at JPS.

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.

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

In 2022, 125 Year 3 students sat NAPLAN. This assessment assists schools to monitor student growth over time and to provide teachers with valuable data to assist teaching and learning. Coupled with the DoE Check-In Assessments for all students in Years 3 - 6, it gives a picture of student progress and tracks their learning growth. The data gained is invaluable in addressing individual student needs.

In 2022, 131 Year 5 students sat NAPLAN.

It should be acknowledged that the children in both Year 3 and 5 achieving in the bottom two bands across all areas is minimal, especially for a school of this size.

The percentage of students who scored in the top two bands as per the DoE priorities appear below in summary:

YEAR 3

Reading: 70% in top two bands or above

Writing: 73% in top two bands (Of note - only 2% in bottom bands)

Spelling: 55% in top two bands

Grammar and Punctuation: 69% in top two bands or above

Numeracy: 45% in top two bands

YEAR 5

Reading: 51% in top two bands or above (Of note - 44% in middle two bands)

Writing: 35% in top two bands (Of note - 55% in middle two bands)

Spelling: 40% in top two bands (Of note - 51% in middle two bands)

Grammar and Punctuation: 41% in top two bands (Of note - 53% in middle two bands)

Numeracy: 29% in top two bands (Of note - 63% in middle two bands)

Whilst our student results are commendable, the challenge in the next planning cycle is to move some of the middle band students into the top two bands. This would significantly impact on our capability to achieve the departmental priorities. Areas identified for further work and consolidation are numeracy in both year levels and writing in Year 5.

We are very pleased to report that in DoE **Check-In Assessments**, held for all students in Years 3 - 6 twice annually, our school scored above state averages in literacy and numeracy areas in all year levels.

Parent/caregiver, student, teacher satisfaction

In 2022, we again used the 'Tell Them From Me' survey to gather information from students, teachers and parents/caregivers. This is now standard practice in all NSW schools. In 2022, 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 2022, 151 parents, 39 teachers and 352 students responded to the surveys. For parents, this was a 27% increase on previous numbers and teacher participants also increased by 8%. 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 overall of a positive response towards the school.

Advocacy at School:

In 2022, on average 87% of students responded positively in this area. Students have a determination to have high advocacy, wellbeing and high expectation which is equal to the state and like-schools average. In the past year, this has dropped from previous results.

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. They supported the school's learning processes.

In 2022, most teachers agreed that our school was a welcoming and culturally safe place for our students.

Expectations of Success:

Almost all students, 98%, have expectations of success with their learning. This is well-above the state average. 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 96% expecting completion of Yr 12 for our students and 63% 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. Our Aboriginal students in the senior classes indicated 69% 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. Likewise, the area considered by many students as the area they wanted to improve in was maths then writing and spelling.

The school newsletter is still the preferred mode of communication by respondents as well as 95% finding emails from the school or teachers very helpful in keeping them informed.

Most teachers have a positive perception of school facilities and a sense of belonging for their students. However, the collaborative practices for teaching staff was less than in past years and can be attributed to the lack of casual staff to allow this to happen during school hours.

Teachers felt the school was welcoming and culturally safe for students. However, only 53% felt that they had the capacity to engage students in Aboriginal cultures and histories and 47% would obviously like more support in this area.

In general:

Our school's survey results are in line with other schools across the state and slightly above in some areas. Overall, advocacy was at 88%, expectations were at 98%, belonging was at 72%. Students identified that they needed more support in maths, writing and spelling the most. Teachers also agreed maths still needed more focused attention and improvement. Access to technology had improved for all with greater ratios of devices per student provided by the school. Identified areas for further improvement were definitely the toilet facilities and not having the high school in the middle of our grounds. These two were very evident in student responses. Parents also felt that the positioning of the high school in our grounds was a great imposition on the primary school students and staff and they eagerly await its removal and reinstatement of playground facilities. 86% of parents found the school newsletter useful. 92% of parents indicated the work sample folders were valued as indicative and supportive of their child's learning over the year.

The greater majority of parent responses agreed with email contact regularly from teachers as a great way to have regular communication. Weekly communication was the most preferred as parents felt more informed on what was going on in their child's classroom. There was an overwhelmingly positive response to this one method of communication. (It should be noted that in 2023, Seesaw and Dojo are no longer allowed by the Department of Education as security cannot be guaranteed through these apps.)

A Special Note:

Due to some COVID cautions, we were unable to invite parents and carers into the school for some events and meetings. However, we worked with parents and carers via ZOOM and emails to ensure that we continued the learning journey for our students. Parent-Teacher Interviews 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 changing 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 matters.



Our Game Changer Challenge team made the state finals for the second year with their Zen Zone initiative to address anxiety in students post-Covid.

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 2022, we worked at strengthening our connections with our Aboriginal families. We held Coffee Meetings with our parents to engage them in an informal setting as well as lunch time meetings for our 24 students to get to know each other better and engage in Aboriginal games and activities. We also had the group elect their first Aboriginal representative on the Student Representative Council. We had a strong staff contingent attend the local Aboriginal Education Consultative Group (AECG) in Queanbeyan each term and work with other educators to achieve positive outcomes for Aboriginal and Torres Strait Islander students in this area. The senior students attended the first ever Junior AECG meeting which will continue into next year as a new initiative and give an important student voice. Personalised Learning Plans (PLPs) continue to be negotiated with oparents and students as an important planning tool to achieve positive outcomes for our students.

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

New mandatory online anti-racism training for staff was completed by all employees in 2022.

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 Public School welcomes the growing diversity within our student body and annually celebrates and embraces different cultures in our Harmony Day activities. We use this day to focus on respect for all our students and to celebrate and value differences. However, multicultural elements feature in many units of study in all grades throughout the year and are not just aligned to this one day.

Our participation in the state-wide Multicultural Perspectives Public Speaking Competition is a highlight of our year as it gives student voice to what they see as the important aspects of this topic. Last year, we had a student in Year 4, Isla

Saunders, reach the state final in Sydney where she was highly commended for her efforts as a passionate and engaging speaker. The strong messages given by students to their peers on this topic is one of the most meaningful to engage students.

Other School Programs (optional)

DEFENCE MENTOR PROGRAM

We continue to service the needs of our 200 Defence students through the employment of a Defence Mentor, MrsDebbie Nielsen. Our mentor supports all arriving and leaving Defence students and their families, as well as providing welfare programs for students with parents on deployment interstate and overseas. Lunches and activities are held for students experiencing similar life experiences to support them and connect with others who are also going through similar situations.

Mrs Nielsen also organises our commemorative occasions with student leaders and visiting personnel. Our ANZAC Day tributes are highly regarded in our community.

SCHOOL CHAPLAINCY PROGRAM

Our school chaplaincy program continues as an important facet of our welfare programs. Mrs Fiona Tollis is highly regarded for her mentoring of individual students in classrooms and implementation of specific groups to assist children such as Seasons for Growth and therapeutic drumming classes. Mrs Tollis works Tuesdays and Wednesdays and is a valued member of our school community.

PERFORMING ARTS PROGRAMS

In 2022, performing arts returned at the Queanbeyan District level and we participated in this event at the Canberra Theatre. A strong contingent of students rehearsed and prepared for this event with skill and dedication. 70 students from Years 3-6 participated in a colourful performance that was highly acclaimed for its precision.

The Rainbow Rhythms ukelele group also performed at community events and assemblies as a new group in our performing arts repertoire. Choir will resume in 2023.

ENRICHMENT GROUPS

Enrichment Maths groups for classes Year 2 to 6 were offered for most of the year. Weekly classes were run by Mrs Walls who also facilitated participation in a range of maths competitions as a way to extend and encourage problem solving skills for students and improving working mathematically. Higher order thinking skills were a feature of these groups. Our school acquits itself well in these challenges and we are always invited back to participate.

Our school also participated in the state-wide Game Changer Challenge. In 2022, our GCC team undertook a challenge to address student mental health which seems to be more prevalent since the impact of COVID. Our team reached the state finals in Sydney and presented their surveys, evidence and application in the school's new Zen Zone. The team of five students received high acclamation for their work. Our Zen Zone is now an important part of our school playground and caters for students who need a quieter, games-orientated area in our playground during break times.



Recognition of success as we celebrate Education Week.