

2022 Annual Report

Jordan Springs Public School



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Introduction

The Annual Report for 2022 is provided to the community of Jordan Springs 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

What an amazing year it has been! In wrapping up the year, we would like to quote Paulo Freire, "Education does not change the world. Education changes people. People change the world"

We would like to congratulate each one of our students on their outstanding efforts, their growth mindset to improve, their belief that our current state of existence or achievement is not set and that with practice, perseverance and good old-fashioned hard work, any student can achieve anything.

This year our students and staff worked together to further develop our quality school with the establishment of our Power Play awards. Every student in our school was enabled the freedom to create their own learning goals along with a plan of achievement. This process empowered every student in their learning and allowed us to celebrate their ongoing growth.

We are a progressive school who focusses on what makes a difference and inspires children to have fun. We have certainly focussed on a future focussed learning design and in building students' dispositions for learning, along with a focus on literacy and numeracy. A learning design that will leverage students' learning to embrace the world of work beyond today. Whatever that may look like.

In Term 3 our staff and students embarked on a K-6 inquiry unit in partnership with Western Sydney University and Sydney Metro where the learning was brought to life within a real-world context. We were so proud of the innovative learning opportunities that our teachers provided for our students and were inspired by our student's collaboration and problem-solving skills, which demonstrated their ability to apply their deep learning. We received feedback from both the university and Sydney Metro who were in awe of both our students and staff and their commitment to innovation.

It is such a privilege to be here as co-principals, working alongside Ms Becker in Terms 1-3, once again experiencing many firsts with the most important being our first full and uninterrupted year of learning! This also allowed us to open our gates and welcome families and the community onsite to participate in book parades, open classrooms, Easter hat parades and performances, and today as our presentation day. We had our first lot of camps, not just for the school, but for some of our staff the first camp of their careers which is always an eye-opening experience! Our creative arts and performance groups were able to participate in many different concerts this year, but what is always most special is when they perform for us and our community as you will see here both today and tonight at our soiree. Students across the school have taken part in many different sporting events over this year and have made great achievements, challenging themselves to compete not just at the school level, but across our local schools and even across the state.

We are a large school and as such have seen a number of staffing changes this year and we will continue to do so over the years, but one thing that stays consistent across the school no matter what staff we have with us is our schools shared vision: 'Children are always the only future the human race has; teach them well.' We are honoured to work with such a dynamic and phenomenal team of educators who everyday go above and beyond to make Jordan Springs Public School the dynamic school that it is and we want to thank each and every one of you for the work that you do as teachers, office staff, Student Learning Support officers, Assistant and Deputy Principals, Assistant Principals of

Curriculum and Instruction and of course my co-principal. We also want to thank all our supporters, our families and community who take the time to work with us. Your support of our students, staff and school has more power than you know. We thank you for your ongoing advocacy for our school. And of course the reason that we are all here today, our amazing students. Thank you for being the fabulous little people that you are and we know that you will continue to grow and amaze us all.

Mrs Nerissa Rogerson & Mrs Amanda Stubbs

Relieving Principals

Message from the school community

A message from the 2022 P&C

It was a big year for the P&C as it was our first year being able to run events in school and connect with the community.

We assisted in the school book fair, and hosted the school's very first disco and cookie drive. With a large student enrolment, we faced the challenge of volunteer numbers but we are so thankful for the families that continually raised their hands to help the P&C throughout 2022. Without them the P&C would not have been able to successfully fundraise.

This year the school community was able to put faces to names and connect with the P&C and faculty.

It was exciting to see families attend school events after the uncertainty of the previous years.

We are a large school and our focus is to increase our membership so that parents involved can easily assist the P&C with minimal impact to their family and work schedule.

We would love more members to join our wonderful P&C. You hear news first from the school executives, and have a say on fundraising events. You also get to raise any concerns or questions at our meetings to better enhance your child's learning experience.

We wish everyone a wonderful 2023 and hope to welcome you to the P&C.

Jana Varouhakis

P&C President

Message from the students

This year has been filled with many new adventures for our school. We held our very first Stage 3 and Stage 2 camps where the Year 5 and 6 students travelled to Collaroy and Stage 2 students travelled to Yarramundi. At camp, a lot of us faced our fears with abseiling, rock climbing, the giant swing, and high ropes.

Our leadership team with the support of the rest of the students here at Jordan Springs Public School, raised over \$4000 with help from the canteen. We also hosted many different fun days such as pyjama day. It was such an amazing day, especially for the Year 6 students as that was when we got our Year 6 shirts (they were amazing btw).

As a Jordan Springs Public School leaders, we have gained many new ways to become great, inspiring leaders such as how to handle different situations involving students in the play space. We have also learnt many new ways to show gratitude to our peers in the work area. As leaders, we've learnt to maintain a positive way to spread our feedback to other students we've also developed skills to help other students to feel like they belong. Especially on R U OK? Day when all students were encouraged to ask students and classmates around them if they are ok and telling their friends that they're open for listening to anything they need to talk about.

During 2022, we developed our leadership skills as well as confidence by taking the opportunity to get to know the students in the school. As school captains, we have also learnt that perseverance is key to being a good leader, as in everything you do you always have to persist to get your end goal. For us, our favourite part of being school captains was all the fun events and adventures we got to attend.

Throughout the year, our teachers have always been there for us. During our struggles and problems, to our well-deserved success. They have also created these wonderful homebases and learning environments for us. It has been so fun, as well as such an honour to be working with them for the past couple of years.

'Leaders don't create followers, they create leaders.' A quote by Tom Peters that has been recently used during the choosing of the new school captains. This quote can have multiple meanings but for us it means this. That when you become a leader, it is your responsibility to give and teach other people your leadership skills. Creating leaders is one of the main things that we have done this year.

Each year our leadership team works with the Year 6 students to create a parting gift for our school and community. As your school captains for 2022, it is our privilege to present the Year 6 gift for this year. On the screen you will see some designs for our new sports house flags that will be introduced in 2023. We can't wait to see these being used for your future sporting events.

Being the first active school captain has been a great honour. We would like to congratulate the future leaders of this school and wish them good luck on their adventures.

Eva & Luke

School vision

THE VISION: *Children are always the only future the human race has; teach them well.*

- **Provide** them with love and belonging.
- **Enable** them to be powerful.
- **Create** freedom for them to choose.
- **Inspire** them to have fun.
- **Ensure** they have everything they need to survive.

School context

Jordan Springs Public School was established on July 20, 2020. The school is located in Western Sydney in a new housing estate known as Jordan Springs. The opening of the school was greatly anticipated and with the completion of Stage One, in 2022 the school had an enrolment of 920 students which will increase in 2023. In 2022, we have 7% of our student population identifying as Aboriginal and 49% of our population where the students have a language background other than English.

In 2022, the school had 37 mainstream learning spaces and four support classes for students living with a disability. The school incorporates an innovative and future focused educational model, including open and flexible teaching and learning areas alongside modern specialist teaching spaces. Boasting device access of 1:2, our students engage in a green learning platform with minimal impact on our environment and maximum impact on future focused pedagogies and practices.

As the school community evolves, the creation of leadership, sporting and creative arts programs will develop to reflect the students and the teachers working together in harmony. We are closely aligned with our neighbouring schools and networks which support our inclusion within the wider Cambridge Park network of schools.

In our foundation year we are collecting baseline data to develop our school community and culture focusing on all strategic directions to determine areas of improvement against the School Excellence Framework.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students and their wellbeing.

Our School Excellence Framework focus area is:

- Learning - Learning Culture - Attendance
- Learning - Assessment - Formative Assessment
- Learning - Student Performance Measures - Value-add

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.

- Transition programs
- Quality School

Resources allocated to this strategic direction

Professional learning: \$37,470.80

Per capita: \$98,100.00

English language proficiency: \$253,526.24

Aboriginal background: \$38,382.00

Integration funding support: \$200,866.00

Low level adjustment for disability: \$150,445.69

Summary of progress

2022 Initiatives this year included the following activities to support progress measure achievement:

- **Transitions:** Preschool to Kindergarten, K-6 Progressions in reading and numeracy, Inclusive Education
- **Quality School:** Choice Theory, Reality Therapy and Lead Management (CT/RT/LM), Quality Wellbeing

Transitions:

Use of funding sources from English language proficiency, low level funding for disability and Integration funding support were used to:

- Establish relationships with neighbouring services to support the transition of students moving from early childhood settings to primary school.
- Increase the amount of Transition to School Reports received by almost 100% from 50 to 98 with 54% of students entering school with a Transition to School report. The collection of these reports supported the implementation of the play-based learning programs in Kindergarten.
- Establish the APCI positions, including the school funded 0.6 position. These positions resulted in the development of whole school data processes for data analysis to determine specific target areas in vocabulary and measurement and supported on balanced programming decisions.
- Develop school learning support processes to identify and support individual student needs, including in school therapy processes being embedded across the school with a particular focus on students who are in K-2.

Quality School:

Use of funding sources from professional learning and Per capita were used to:

- Continue training staff in CT/RT/LM to continue to create a Quality School with the continuation of Glasser Month in May this year. We were able to open training opportunities to include both new permanent staff and some temporary staff.
- Further the training of ten members in Glasser working towards higher levels of training by completing a Basic Practicum led by the school principal. This enabled them to deepen their understanding and further support the establishment of whole school processes.
- Develop whole school wellbeing processes with the Basic Needs embedded within them, including playground expectations and guides, individual student plans, our school vision and teaching and learning programs.

2023 Next Steps in activities to support our progress measures, our initiatives include the following activities:

- **Transitions:** Early Learning Pedagogies, K-6 Progressions in reading and numeracy, Inclusive Education
- **Quality School:** Choice Theory, Reality Therapy and Lead Management, Quality Wellbeing

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase 20% or more of Transition to School Reports from feeder preschools.	<ul style="list-style-type: none"> • Increase achieved by almost 100% from 50 to 98 with 54% of students entering school with a Transition to School report.
Next phase of staff engaged in CT/RT/LM training Principal begins to lead Basic and Advanced Practicums 70% of students attending above 90%	<ul style="list-style-type: none"> • 31 teaching staff members engaged in Glasser's Basic Intensive Training and 9 School Administrative Support Staff (SASS) completed Glasser's Take Charge of Your Life training. • 11 staff advanced to the next level of Glasser training to complete their Basic Practicum lead by the Principal. • 48.5% of students were attending school 90% of the time in 2022. Manatory COVID isolation period guidelines impacted our ability to reach our attendance target of 70%.

Strategic Direction 2: Innovative professionals

Purpose

To support a vision of future focused educational delivery that promotes the conceptual understanding that every person in our school is a learner that is committed to knowing and understanding how to grow each year, every year. The purpose of this strategic direction is to build teaching and learning environments that can be sustainable as the school grows with people, spaces and innovation.

Our School Excellence Framework area is:

- Teaching - Effective Classroom Practice - Lesson Planning
- Leading - School Planning, Implementation and Reporting - Continuous Improvement
- Leading - Educational Leadership - Community Engagement

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.

- Collaborative co teaching practices
- School learning environments and change

Resources allocated to this strategic direction

Per capita: \$75,360.00

Aboriginal background: \$26,643.91

Socio-economic background: \$42,996.48

Professional learning: \$18,100.00

QTSS release: \$20,000.00

AP Curriculum & Instruction: \$210,799.40

Summary of progress

2022 Initiatives this year included the following activities to support progress measure achievement:

- **School Learning Environments and Change:** operational management, community and partnerships
- **Collaborative Co Teaching Practices:** Pedagogy and Curriculum, Co Teaching Learning Culture

School Learning Environments and Change:

Use of funding sources from Aboriginal background and per capita were used to:

- Further build community partnerships through whole school events with families invited onsite due to the easing of COVID restrictions, including Book Parade, School Tours, Education Week events, Creative arts performances, Presentation day. Community participation in school events was significant with over 950 members of the community in attendance at our Education Week Open Day celebration and approximately 800 members in attendance at the Book Parade.
- Evolve our extra curricular groups and teams, with many opportunities for students to participate at a school level and beyond, such as PSSA Gala days, Creative Arts groups, Sporting and Cultural carnivals.
- Support the continuation of the school's P&C association, enabling some fundraising activities to occur over the year. due to low numbers of parental engagement from families the number of events were limited.

Collaborative Co Teaching Practices:

Use of funding sources from AP Curriculum & Instruction, QTSS release and Socio-economic background funding support were used to:

- Support K-2 staff as they began their journey into the new K-2 syllabus for English and Mathematics with the support of the APCI and executive staff.
- Enable APCIs to work with all staff to develop teaching strategies in our focus areas of literacy and numeracy, leading to the creation of windows of certainty and assessment schedules.
- Build staff capacity to continue to implement authentic co teaching models with the increase in teaching staff utilising SLEC (School Learning Environments and Change) professional development.

2023 Next Steps in activities to support our progress measures, our initiatives include the following activities:

- **School Learning Environments and Change:** Operational Management, Community and Partnerships

- **Collaborative Co Teaching Practices:** Curriculum Reform, Co-Teaching Learning Culture

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
Enrolments will continue to grow annually at the expected rate reflective of community participation and engagement.	<ul style="list-style-type: none"> • The 2022 enrolment cohort increased from 769 in 2021 to 955 demonstrating the communities confidence within our school. • Community engagement with our school website and social media platforms was significant and increased in 2022. We had more than 23000 page views on our school website and 78000 Facebook page views.
All staff will lift in their engagement and application of collaborative teaching practices and reflect this in their Performance Development Plans.	<ul style="list-style-type: none"> • The majority of staff identified collaborative teaching practice as a focus area within their PDP.

Strategic Direction 3: Collaborative communities

Purpose

To create a school whose operation and educational delivery reflects future focused pedagogies and organisational systems that enable communication, clarity and transparency. Sharing our expertise, performance development and innovative technology skills to create our student centred, immersive and inclusive experiences. It is anticipated that this will inspire lifelong learning, stimulating future ready skills so students are empowered to achieve more.

Our School Excellence Framework focus area is:

- Teaching - Learning and Development - Expertise and Innovation
- Teaching - Professional Standards - Professional Practice
- Leading - Educational Leadership - Performance Management and Development
- Leading - School Resources - Technology

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.

- Microsoft Showcase School
- Contemporary Educational Leaders

Resources allocated to this strategic direction

Professional learning: \$7,700.00

Socio-economic background: \$50,000.00

Per capita: \$56,746.36

QTSS release: \$158,587.23

Summary of progress

2022 Initiatives this year included the following activities to support progress measure achievement:

- **Microsoft Showcase School:** Microsoft Teams Platform, Future Focused T4L School
- **Contemporary Educational Leaders:** Performance and Development Process

Microsoft Showcase School

Use of funding sources from Socio-economic background and Per capita were used to:

- Gain recognition by Microsoft Education for our school's commitment to digital transformation and to be accepted to move from Incubator School to Showcase School.
- Establish mentoring partnerships between our current Microsoft Innovative Educator Experts (MIEEs) and aspiring MIEEs to increase the number of MIEEs to 16 by the end of 2022. These MIEEs supported the implementation of technology initiatives across the school.
- Increase the device-to-student ratio to 1:1 in Kindergarten with an iPad platform and to increase the number of student devices to anticipate the increase in enrolments for 2023, maintaining the 1:2 device-to-student ratio across the rest of the school.

Contemporary Educational Leaders:

Use of funding sources from QTSS was used to:

- Establish a Curriculum Coordinator role within each grade from identified emerging and aspiring leaders amongst our staff to support the evidence-based pedagogy across the school. Leadership professional development was provided by APCIs and senior executives to provide consistency in teaching and learning programs across the school.
- Initiated a consistent, whole-school approach to the Performance and Development Plan (PDP) cycle in which the principal met with every staff member for the creation and conclusion of their PDP with consistent and regular support from executive staff throughout the cycle. This process supported every staff member to approach their PDP with a focus on alignment with the School Improvement Plan and their own areas of development.
- Support the induction of teachers into the profession and into our school with fortnightly professional learning sessions established, along with an above establishment Assistant Principal teacher mentor and 0.6 APCI.

2023 Next Steps in activities to support our progress measures, our initiatives include the following activities:

Microsoft Showcase School: Educational Transformation

Contemporary Educational Leaders: Performance and Development Process

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 number of staff members recognised as Microsoft Innovative Educator (MIE) to 3. Reach Microsoft Showcase School status.	<ul style="list-style-type: none">• An additional nine staff members were successful in gaining MIE status in 2022, growing our MIEs to 16 staff members across k-6• Jordan Springs Public School was accepted to the Microsoft Showcase School Program.
80% of staff identify favourably in the Learning and Development key survey topic of the People Matter survey	<ul style="list-style-type: none">• 49% of staff identified favourably in the Learning and Development key survey topic of the People Matter Survey.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,866.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jordan Springs 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"> • Transition programs <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: targeted students have continued to have the opportunity to work within classrooms and small groups on their individual learning goals. Systems of wrap around meetings have been established to enable a collective approach to intervention and support for individual students.</p> <p>After evaluation, the next steps to support our students will be: refining our systems of referral and tracking to ensure effective handover and support continues across a students academic journey.</p>
<p>Socio-economic background</p> <p>\$92,996.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jordan Springs 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"> • School learning environments and change • Collaborative co teaching practices • Microsoft Showcase School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services including for extra curricular (band) and technology for all students. • employment of additional staff to support co-teaching and student learning <p>The allocation of this funding has resulted in the following impact: all homebases maintained accessibility to technology for all students, utilised within teaching and learning programs in a co-teaching space. Band has been established and had high levels of interest from the community as demonstrated in the number of students participating and expressing interest in joining for 2023. Community engagement was demonstrated through the high turnout of families who participated in our end of year celebration and performance day.</p> <p>After evaluation, the next steps to support our students will be: the band will continue to grow with an additional learning band due to interest from families. Continuing to support staff to be upskilled in co-teaching processes to ensure all students are supported in a future focused classroom.</p>
<p>Aboriginal background</p> <p>\$65,025.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jordan Springs 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>Aboriginal background</p> <p>\$65,025.91</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"> • Transition programs • School learning environments and change <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * staff, students and community being able to meet together and plan the pathway moving forward for students. This has supported the creation of Personalised Learning Pathways (PLPs) and provided professional learning to staff about the importance of culture and academic achievement for Aboriginal students. * the funding supported collegial relationships to form and strengthen with our Yarramundi AECG so we can work towards continued goals as a school community. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to work towards goal setting and continued relationships to support student achievement. * to work as a school community to share quality practice and seek mentoring to be able to work towards a Reconciliation Action Plan both for the school and in collaboration with the Yarramundi AECG.
<p>English language proficiency</p> <p>\$253,526.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jordan Springs 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"> • Transition programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <p>support for students within the classroom targeted towards their English Proficiency. Whole school processes established to support staff in working with LBOTE students</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to develop stronger whole school procedures for assessments and reporting for students who have English as an additional language. Further upskilling for all staff to build confidence in teaching and learning.
<p>Low level adjustment for disability</p> <p>\$150,445.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Jordan Springs 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"> • Transition programs <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$150,445.69</p>	<ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: stage-based support across the school allowed for specialist staff to target student needs to be identified through stage teams. This included small group short-term interventions, whole-stage programs and individual student plans. Whole school LST systems of practice continued to evolve for staff to identify and target support at the stage level and beyond.</p> <p>After evaluation, the next steps to support our students will be: refining external therapy systems to embed therapy goals into classroom practice where appropriate. Continue to refine individual student plans to be aligned with new departmental policies.</p>
<p>Professional learning</p> <p>\$63,270.80</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 Jordan Springs 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"> • Transition programs • Quality School • Collaborative co teaching practices • Microsoft Showcase School <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to collaborative teaching practices • engaging a specialist teacher to unpack evidence-based approaches to wellbeing through the Glasser platform • establishing a mentoring program among staff to upskill teachers to become MIEEs and further embed innovation in teaching and learning programs <p>The allocation of this funding has resulted in the following impact: the increase in Assistant Principal allocation to support beginning teachers to implement collaborative teaching practice, resulted in teachers embedding authentic co-teaching models across the day to support students within their pod group. The majority of staff furthered their Glasser Training enabling our Quality School platform to be embedded within all settings and interactions between students and staff. The MIEE presence doubled, driving innovative teaching practice embedding technology across the school.</p> <p>After evaluation, the next steps to support our students will be: continue to build staff capacity in the focus areas of Transition programs, Quality School, Collaborative co teaching practices and Microsoft Showcase School as our staff increases with the continued growth of student numbers.</p>
<p>QTSS release</p> <p>\$178,587.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jordan Springs 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"> • Collaborative co teaching practices • Contemporary Educational Leaders <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$178,587.23</p>	<p>funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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: innovation and explicit curriculum development and delivery of a newly established school. Teachers were gifted the opportunity to be supported in classrooms and within the professional learning space to create assessment systems and processes to gauge trends in the student population as they enrolled in our school. The use of off-class executive enabled us to continue to build the capacity of a growing staff faculty and continue to establish whole school systems of practice.</p> <p>After evaluation, the next steps to support our students will be: a continued area of focus for our school and for the teaching faculty. The inclusion of APCI aims to deepen this learning investment further. The learning and support systems of practice will also be continuing the innovation space of learning plans and differentiation based on teachers' understanding of formative and summative assessment practices.</p>
<p>COVID ILSP</p> <p>\$132,043.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - reading, vocabulary, phonics, phonemic awareness, phonological awareness, number and multiplication <p>The allocation of this funding has resulted in the following impact: to support identified students requiring intervention to meet stage expectations in the identified areas. These students were supported by one full-time teacher and one part-time tutor. The COVID ILSP targeted 297 students in literacy and 215 students in numeracy with 5 weekly cycle intervention programs.</p> <p>After evaluation, the next steps to support our students will be: to continue to target small-group intensive learning for students in Years 2 to 6 with identified focus areas in identified areas of literacy and numeracy. COVID ILSP educators will utilise the literacy and numeracy progressions to identify target students and track their progress.</p>

Student information

Student enrolment profile

Students	Enrolments		
	2020	2021	2022
Boys	150	366	458
Girls	162	376	462

Student attendance profile

School				
Year	2019	2020	2021	2022
K			92.4	88.7
1			93.7	86.1
2			93.4	88.1
3			93.5	88.0
4			93.1	86.5
5			93.2	86.5
6			92.4	86.8
All Years			93.0	87.2
State DoE				
Year	2019	2020	2021	2022
K			92.8	87.9
1			92.7	87.4
2			92.6	87.8
3			92.7	87.6
4			92.5	87.4
5			92.1	87.2
6			91.5	86.3
All Years			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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	38.99
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	9.32

*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	364,687
Revenue	9,159,906
Appropriation	8,918,597
Sale of Goods and Services	33,039
Grants and contributions	205,060
Investment income	1,503
Other revenue	1,708
Expenses	-8,957,316
Employee related	-8,147,452
Operating expenses	-809,863
Surplus / deficit for the year	202,590
Closing Balance	567,277

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	200,866
Equity Total	561,994
Equity - Aboriginal	65,026
Equity - Socio-economic	92,996
Equity - Language	253,526
Equity - Disability	150,446
Base Total	6,857,136
Base - Per Capita	230,206
Base - Location	0
Base - Other	6,626,930
Other Total	673,643
Grand Total	8,293,639

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

As a school in its first year of uninterrupted operation, we sought to discover the perceptions of how we are establishing our school culture and ways in which the whole school community would like to participate as we continue to grow using our Tell Them From Me (TTFM) and People Matter Employment Survey (PMES) data and internal data collections.

Students - TTFM:

Survey results determined how they feel when they are at school. Our school focuses on Choice Theory Reality Therapy Lead Management as our well-being platform and inviting students to share how this impacts their capacity to feel known, valued and cared for is imperative in gauging our success.

- Student relationship data continues to remain high with above 80% of students identifying they have friends at school they trust and who encourage them to make positive choices.
- There was a decrease in students' sense of belonging with only 58% of students identifying they feel accepted and valued by their peers and by others at their school.
- There was an increase in students identifying they feel challenged in their English and Maths classes and feel confident in their skills in these subjects.

As a result of the data collected, we will continue to focus on creating our school culture to ensure students feel known, valued and cared for.

Teachers - PMES:

- 76% of staff indicated that they feel they have the tools and technology to do their job well.
- 71% of staff responded favourably to job purpose and enrichment, feeling that they have the opportunity at Jordan Springs Public School to use a variety of skills.
- A limited number of staff engaged with the survey with only 24% of staff completing the survey.

As a result of the data collected, we will work to further engage staff in providing this valuable feedback to continue to support at points of need.

Parents and Caregivers -

- A cultural events and celebrations survey was conducted with responses from families across the school with 95 responses received. Survey results determined the cultural events and celebrations significant to our community with the top results in the order identified as: Christmas, Easter, Diwali, Holi, Raksha Bandham, Chinese New Year and Eid.
- We investigated how families engage travel to and from school. 77.5% of families surveyed said they travel by bus to school in the morning and afternoon with a majority of them using the service in the mornings. They were interested in the acquisition of a school bus rather than a public bus for the commute to school.
- Feedback is collected through our standard agenda feature in the P&C meetings, where we present, share and invite consultation on various components of our school's learning, teaching and leading. Families were able to contribute to the creation of our recognition systems, homework platform, play based learning platform and infrastructure developments. This saw strong collaboration with a community grant for a covered walkway, fundraising for play based learning and parent workshops to support families to engage in homework platforms.

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.