

2023 Annual Report

Jerrys Plains Public School



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Introduction

The Annual Report for 2023 is provided to the community of Jerrys Plains Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Jerrys Plains Public School

Doyle St

Jerrys Plains, 2330

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

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

6576 4018

School vision

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

School context

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Student Progress and Performance
- Assessment

Resources allocated to this strategic direction

QTSS release

Low level adjustment for disability

Socio-economic background

AP Curriculum & Instruction

Location

Per capita

Summary of progress

The schools focus in 2023 was on targeted literacy and numeracy programs for all students. This involved employing additional teaching staff to separate students into 2 classes, a K-2 and a 3-6 classroom, 5 days per week, to allow for smaller group sizes. Two SLSOs were employed, one for 2 days, and one for 4 days, for additional small group focus. As a result, internal assessment data and Check In data showed positive growth in reading comprehension and processes, as well as number sense & algebra and statistics & probability. Next year we will continue to separate students for literacy and numeracy, with a focus on vocabulary, to further support improvements towards reading outcomes.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Progressions 90% Kindergarten students will achieve within the expected end of year progression for Creating Texts (4) in Literacy and Quantifying Numbers (6) and Additive Strategies (2) in Numeracy.	Some students have demonstrated growth in creating texts, quantifying numbers, and additive strategies using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Self-Directed Learning * Embedded Practice of Learning	Observation and document analysis indicates all staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students.

Intentions and Success Criteria is exhibited in classrooms, with students engaging in self-assessment and peer-assessment using success criteria for their literacy and numeracy goals.

* Teaching Sprints have become a common practice and used regularly.

Data analysis informs what our Teaching Sprints are focused on. This process is reviewed on a regular basis and is part of our whole school practice.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

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

Initiatives

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

- Attendance & Wellbeing
- Community Connections

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

The school's focus in 2023 was on continuing to promote attendance and engagement for our school community. This involved working within the Visible Wellbeing framework to support further improvement towards emotional, social, physical and academic wellbeing. This was achieved through a incentive-based, tiered Positive Behaviour for Learning model which rewarded students for displaying our school core values of Respect, Organisation, Commitment, Kindness and Safety (ROCKS). As a result, all students received an award for displaying at least one of our five core values, therefore attended a term reward day. A significant percentage of students received all five rewards and were able to attend our end of year reward day.

Community engagement was promoted through inviting families and community members into the school for extra curricular days such as Easter Hat Parade, Book Week, Halloween Dress Up, Power FM Live Radio Broadcast. The school also worked with outside agencies to provide extra educational opportunities such as excursions and transition programs. As a result, families that experience significant socio-economic disadvantage are supported through the decisions made by the leadership team using school equity funding. In 2024 our focus will be promoting our school to the wider community through highlighting the outstanding opportunities for high quality teaching and learning.

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
Increased percentage of students attending school more than 90% of the time, maintaining or improving upon the school-level target of 70%-100%.	A significant percentage of students have been attending school 90% of the time or more. Due to the small cohort size, actual percentage figures cannot be published.
The percentage of students reporting high Expectations for Success, Advocacy and Sense of Belonging at school is at or above the system-negotiated lower bound target of 75%.	Due to a small cohort size, school based systems have been used and indicate a growing sense of success, advocacy and belonging for all students.
* Increase the percentage of parents attending school assemblies	There has been significant improvement in parent engagement across the school. As evidenced by increased participation in school events.

* Increase the percentage of parents attending attend extra-curricular activities

* Increase the percentage of parents attending P and C meetings

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$61,134.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jerrys Plains Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Progress and Performance • Assessment • Attendance & Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support small group instruction in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: quality literacy and numeracy programs and improved student outcomes through targeted, individualised instruction.</p> <p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$2,438.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jerrys Plains Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: continued engagement of a community member who can share their knowledge and understanding of Aboriginal culture through art, yarning and story telling.</p> <p>After evaluation, the next steps to support our students will be: continued engagement of local resources to engage students in cultural art lessons to embed wellbeing practices for Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$35,901.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Jerrys Plains Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Progress and Performance • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$35,901.62</p>	<p>employment of School Learning and Support Officers</p> <p>The allocation of this funding has resulted in the following impact: evidence-based intervention for targeted students.</p> <p>After evaluation, the next steps to support our students will be: continued employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p>
<p>Location</p> <p>\$7,317.93</p>	<p>The location funding allocation is provided to Jerrys Plains Public School to address school needs associated with remoteness and/or isolation.</p> <p>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"> • Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$7,871.06</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 Jerrys Plains 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 initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning network days. <p>The allocation of this funding has resulted in the following impact: increased understanding of all teachers in the planning and implementation of the new K-2 and 3-6 curriculums.</p> <p>After evaluation, the next steps to support our students will be: continuing to network with the small school Community of Practice to support ongoing teacher improvement through professional learning and collaboration.</p>
<p>QTSS release</p> <p>\$5,918.40</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jerrys Plains Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Progress and Performance • Assessment <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 <p>The allocation of this funding has resulted in the following impact:</p>

<p>QTSS release</p> <p>\$5,918.40</p>	<p>all lessons differentiated according to students' needs</p> <p>After evaluation, the next steps to support our students will be: to continue to target professional learning to lead improvement in an area where teachers need support.</p>
<p>COVID ILSP</p> <p>\$20,639.73</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 2023.</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"> • continued intensive small group tuition for identified students supporting small group interaction. <p>The allocation of this funding has resulted in the following impact: students in the program achieving sound progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: providing additional in-class support for some students to continue to meet their personal learning goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	22	18	14	12
Girls	12	10	12	7

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.8	92.8	95.1	88.8
1	89.6	90.3	96.2	95.8
2	92.2	82.1	92.3	89.6
3	95.3	95.4	83.2	90.4
4	94.4	90.9	81.9	79.7
5	97.2	89.1	90.7	89.7
6	93.6	93.0	81.8	90.3
All Years	93.9	89.6	87.4	89.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.51
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Counsellor	1
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	92,515.47
Revenue	768,383.49
Appropriation	726,168.42
Sale of Goods and Services	31.82
Grants and contributions	40,025.51
Investment income	2,157.74
Expenses	-763,585.62
Employee related	-692,122.73
Operating expenses	-71,462.89
Surplus / deficit for the year	4,797.87
Closing Balance	97,313.34

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.

	2023 SBAR Adjustments (\$)
Targeted Total	17,898
Equity Total	99,475
Equity - Aboriginal	2,439
Equity - Socio-economic	61,135
Equity - Language	0
Equity - Disability	35,902
Base Total	407,190
Base - Per Capita	6,767
Base - Location	7,318
Base - Other	393,105
Other Total	170,115
Grand Total	694,678

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parents have indicated deep satisfaction engaging in school activities and extra curricular days.

Internal survey data identified that opportunities students received at the school increased their sense of belonging, interest and motivation across 2023.

Additionally, staff reported that they feel supported and valued at Jerrys Plains Public School, with high levels of happiness, advocacy, engagement and the desire for continuous improvement. This highly positive school culture has contributed to school-wide growth in student learning outcomes.

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.