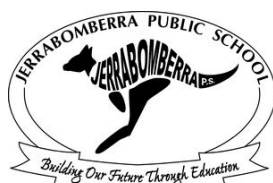


2023 Annual Report

Jerrabomberra Public School



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Introduction

The Annual Report for 2023 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

Each year seems to elicit challenges for schools and education in general. 2023 has been no different from other years except that the real challenge for all schools across the state has been staffing and the lack of teachers. Fortunately for Jerrabomberra, we have had a loyal band of casual and temporary teachers who have been very loyal and helpful. We thank them most sincerely for helping when they could and for helping us to cover classes. Whilst we have had to split numerous classes over the year, we have fared better than many other local schools and we thank our community for their support and patience with this matter. At all times, we have had the very best interests of the students at the core of our arrangements and even the deputies and I have covered classes at various times. As a team, staff have had to work together in the best interests of student learning and for this, I am forever thankful and express my sincere gratitude to all. A job well done, everyone!

Throughout the 2023 year, we have hosted the Jerrabomberra High School during their inaugural year of operation. I know that parents were concerned about the impact on our primary students. I am happy to report that the impact on our side of the fence has been relatively minimal and we have coped well. A few changes to operational times have worked well and the students have appreciated the longer recess time. However, I do feel for the high school students and staff who have suffered more with the lack of viable space for their students than we have. I commend Scott O'Hara and his team on managing under very difficult circumstances to complete their first year as a new educational institution and know that they are so looking forward to moving to their new school on the hill with the amazing Brindabella views. As the year closes, we wish them farewell and good luck in their new environment. We will be the first to visit.

One of the surprises of the year was my nomination by the JPS P&C Association for a Principal of the Year Award at the P&C Federation Annual Conference. I was humbled to be nominated but even more so, to be named the inaugural winner of this award. As a community-driven award this means a great deal to me as, at the heart of everything that I do both inside and outside the school and have undertaken over the past 21 years, it is the community of Jerrabomberra that has been at the core of my being. I strongly believe that schools exist to serve their local community and develop the citizens of the future. I thank the local community for their continuing support of the school, the students, and their families. A special mention also to P&C President, Kylie Prescott on her P&C Federation Award as well Member of the Year. We never imagined we would bring home the double!

Team Jerra has many players. Everyone has a part to play if we are to educate and support our local students and be the best team that we possibly can be. Students, teachers, executive, parents, office staff, School Learning Support Officers, general assistants, P&C members, canteen workers and volunteers are all part of the Jerra Team. No matter what your input, it is always valued and appreciated. I thank you all for being a part of our team.

Our numbers are lower for next year, but we are not disappointed about this. Post-covid, we have seen families re-evaluate their lives and working arrangements. There has been increased family movement to Queensland, in particular, which has brought our numbers down. As the year closes, we wish all leavers well and welcome newcomers to our school and community. We look forward to seeing you back in 2024 for another year of learning, friendship, and fun. Who knows what the year will bring?

In gratitude and with sincere wishes for a wonderful summer break,

Chris Hunter

Principal

Message from the school community

Thank you to all who volunteered and supported the P&C in 2023.

To everyone in executive roles, Kieran Tomlinson, Keir Bailey, Sarah Hanrahan, Nathan McGrath, Ashley Passey, Megan Erven, Jess Lawrence and Sandra Clutterbuck; thank you for your efforts, energy and fresh ideas to help our school and community; we greatly value your contribution.

A shout out to our subcommittees! Thank you to fundraising chair, Ashley and her team! We've had the much-loved disco where we saw the student's dance moves were on point. Our inaugural Father's Day stall was extremely cute! The 'P' Party themed Trivia Night was delivered in partnership with the new Jerra High P&C and a tremendous success thanks to the work of many! And together, Ashley and Prue are now planning our first colour run in December. Quite the event for 900 students. Can't wait.

To our canteen chair Jess Lawrence, thank you for overseeing our splendid canteen! And to our devoted managers, Jaye Cox and Megan Woodham, we love your work, especially hot dog day! To Caroline Dickers, uniform shop chair, thank you for managing the clothing donations, and ensuring our shop is open for business! To the many parent

volunteers on our P&C and/or our subcommittees, these successful activities and services only happen because of you. We've many great teams! Thank you all.

To our broader school community, 2023 will be the year that Jerra High started at Jerra Public. It was not ideal, but it was manageable, mostly due to the resilience of our teachers and students who made it work. We remain hopeful we can turn the disruption into positives, and we've asked that our impacted grounds are rehabilitated with improvements to the playground, and new equipment. We also know we've helped the much-needed high school to commence. The permanent Jerrabomberra High School is set to open Day 1, Term 1, 2024 and we look forward to this long-awaited local educational pathway flourishing, for and with our students and community.

A heartfelt thank you, from me to the committee, and especially to our life member David Hope, for nominating both Chris Hunter and I for a 2023 NSW P&C Federation Award. It's an honour to be nominated. To win, alongside Chris, is a highlight in my time with the P&C. I thank the many wonderful JPS people I have met through the P&C; it is my pleasure to volunteer with you, and to call you friends.

Finally, a big and sincere thank you to Mrs Hunter, her executive and all our amazing teachers. Chris, you are the most deserving recipient of the inaugural NSW P&C Federation Award Principal of the Year Award. We are so proud of you, and grateful for you, this year and every year.

Wishing everyone a safe and happy summer and 2024!

Kylie Prescott

JPS P&C President

Message from the students

Taylor Yates, School Captain - For the past six years at JPS I had dreamed of being School Captain, and here I am today, proud to say I have achieved my goals at the school. While I am sad to leave as I now feel like a proper part of JPS, I am excited to start a new and challenging life in high school. Thank you to all of my teachers, friends and supporters for helping me along this primary school journey. I have made so many memories at JPS I'll never forget.

Aidan Griffiths, School Captain - Jerrabomberra Public School, what a blast you have been! From Kindy all the way to Year 6, you have helped me to meet amazing friends and awesome teachers, and make the best memories, to last my lifetime. It's been the BEST and SCARIEST experience of my life to be your 2023 School Captain. I've been so proud to represent you at our school assemblies, and all the other special events like ANZAC, NAIDOC and the Legacy Torch Relay. Thank you for looking after me. I hope I've done the same for you. Till next time!

Gabby Ferrero, School Vice-Captain - Wow! This year has flown past so quickly. As I face High School, I think of all the amazing memories and friends I have made here. This year was amazing as I found myself in the role of Vice Captain. These leadership qualities have helped me throughout the year. The activities we have done, like Anzac Day, Assemblies and many more have been extraordinary. I can't wait to hear the future School Captains and good luck in 2024.

Jett Campese, School Vice-Captain - When I was first elected into School Vice-Captain I was really glad that all my work into writing the speech worked. The first day back I got into Mr Hancock's class and I'm really glad about it because he has helped me become a better leader. Now that I'm a school leader I get to do heaps of roles like at assemblies and the Anzac services. Being a school leader has helped me to be a better person. I'm really thankful that I was given this opportunity to end my primary school career. To any future leaders, good luck.



Our school leaders for 2023

School vision

In partnership with parents, our aim is to provide a vibrant and responsive school environment that produces confident, well-educated and community-conscious students.

Jerrabomberra is a true community school, benefiting from strong community support and serving the needs of the local community. We have a proud tradition of excellence in many areas and as our motto says, we are *"Building Our Future Through Education"*.

Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

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

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

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

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

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

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

School context

Jerrabomberra Public School is a relatively new school in the Queanbeyan District. It has grown from 240 to 890 students in 21 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2023, 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, valued and cared for.

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.

In 2023, we see the introduction of a 1.6 AP C&I position to our school, aimed specifically at supporting teacher professional growth and resulting in improved student outcomes. Of our student population, 20% 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 background and 21% are of EAL/D background.

A very successful Federal Chaplaincy Program has been in operation for 12 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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. To achieve this, we aim to also increase teacher growth and capability through targeted 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

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

Socio-economic background

Integration funding support

Low level adjustment for disability

QTSS release

Summary of progress

The focus for 2023 was on explicit teaching practices in literacy, more specifically reading and comprehension.

This involved working with the AP C and I to analyse the data and then develop and implement high impact teaching strategies that aimed to build student capacity according to the data needs and requirements.

The teachers also developed capability by completing professional learning, specifically, *Improving Reading Comprehension Years 3 - 8* and *Effective Reading K - 2*. Following the professional learning, we identified materials and resources on the Universal Resource Hub to support our teaching and therefore student learning.

In 2024, the focus will be on continuing to use data to guide teaching focus. When delving deeper into the 2023 data, it was evident that we have an area for growth in Grammar and Punctuation, as well as Vocabulary. Where the implementation of the new curriculum does have an increase in grammar and punctuation, as well as vocabulary, we need to ensure that the implementation of strategies are embedded into our practice and that we further focus on what it means to be explicitly teaching these components.

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 mean scaled score of Year 3-6 students from 2022 to 2023 in the Reading Check-in Assessment.	The Check-in Assessment mean scale score indicates the proportion of Year 3 - 6 students achieving growth in reading has decreased by 0.02% from 2022 to 2023 indicating the school has not achieved the system negotiated target.
Increase the mean raw score of Year 3-6 students from 2022 to 2023 in the PAT Reading Assessment.	PAT testing indicates the proportion of Year 3 - 6 students achieving growth in reading has increased by 1.15 (raw score average) from 2022 to 2023 indicating the school has achieved the system negotiated target.

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. To achieve this, we aim to also increase teacher growth and capability through targeted 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

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

Low level adjustment for disability

Integration funding support

QTSS release

Summary of progress

The focus for 2023 was on explicit teaching strategies in Mathematics.

This involved analysing both internal and external data to identify Measurement and Geometric Reasoning as an area in need of development.

Teachers participated in professional learning on Geometric Reasoning and then proceeded to plot three students per class, randomly selected, on Plan 2 in the Geometric Reasoning aspect.

Additionally teachers were accessing the Universal Resource Hub to access resources to support teaching and learning.

Unfortunately due to staffing constraints, this strategy did not continue past the initial plotting of students and staff professional learning.

In 2024, this focus could continue to revisit the students who were plotted and examine for progress. Additionally, we could add to the students who are plotted as there will be some movement in students as they have changed classes and left the school. From this point we could continue to seek resources and high impact activities to hone in on the specific strategies to lead to student progress. As a school, this would lead to the review of the process in using Plan 2 to guide progress, and then we could have a continuation and extension of this process to include either more students or an additional aspect, leading to implementing more explicit teaching strategies in Mathematics.

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 mean scaled score of Years 3-6 students from 2022 to 2023 in the Numeracy Check-in Assessment.	The Check-in Assessment mean scale score indicates the proportion of Year 3 - 6 students achieving growth in numeracy has increased by 1.3% from 2022 to 2023 indicating the school has achieved the system negotiated target.
Increase the mean raw score of Year 3-6 students from 2022 to 2023 in the PAT Maths Assessment.	PAT testing indicates the proportion of Year 3 - 6 students achieving growth in numeracy has decreased by 2.58 (raw score average) from 2022 to 2023 indicating the school has not achieved the system negotiated target.

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 valuing our unique Indigenous 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.

- The Anxiety project
- Improving attendance to >90%
- Wellbeing for all - students, teachers and families
- Aboriginal Education and Wellbeing

Resources allocated to this strategic direction

Professional learning

Per capita

QTSS release

Integration funding support

Low level adjustment for disability

Aboriginal background

Summary of progress

One focus for 2023 was on improving attendance for all, this involved closer monitoring of attendance rolls by staff, executive and admin staff. Additionally, there was more thorough follow-up for non-attendance. Reminders were also included regularly in the newsletter, as well as a positive reward certificate given for both 100% and >95% attendance. Attendance did improve to 92% which was an improvement on the previous year. One serious impact on attendance has been the many prolonged, family holidays overseas to reconnect with extended family members post-Covid.

Another focus for JPS was the Anxiety Project. The school trained mentors in the Anxiety Project who then implemented a parent component for 34 self-nominated parents of student in Years 1 and 2. All parents who attended the session gave positive feedback. All staff were trained over six hours of professional learning, resources were purchased, and the program implemented.

A well-being committee was formed, and a review completed on the previous well-being policy documents. The policy and procedures document were then updated to reflect current practices and programs.

Additionally, a Be Kinder day was held, to further emphasise the value of kindness. This consisted of a guest speaker and follow-up activities. Years 2, 4 and 6 completed activity books in addition to the general activities completed by all. Data analysis is currently being undertaken by the providers of this program. and the school is awaiting on the results of these findings.

Finally, in the area of Aboriginal Education Wellbeing, the Aboriginal and Torres Strait Islander committee reviewed, updated and published the new Reconciliation Action Plan, which was approved by Reconciliation Australia. Additionally, all students from Years 5 and 6 attended the SOAR Day at Queanbeyan High School, coming away from the day with a greater cultural understanding. In the school's Aboriginal and Torres Strait Islander tutoring program, a teacher was employed to work towards personalised goals with each student's Personalised Learning Pathway (PLP). All students demonstrated positive growth in both internal and external data. The school continued to track students on an Academic Tracking sheet throughout their schooling, as a record of individual progress. This was shared with parents at PLP review meetings.

In 2024 the focus will be on continuing to grow attendance rates using similar successful strategies from the previous year. and upskill new staff on the Anxiety Project to continue implementing the lessons in Kinder to Year 6 as well as implementing another parenting component to service even more interested parents. Upskilling the new tutor to meet the tracking standards set the previous year will also be a priority with the aim that our Aboriginal and Torres Strait Islander students will continue to demonstrate positive growth annually. The official launch of our new Reconciliation Plan (RAP) to the community will also take place in 2024.

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
Improve the percentage of student attending to greater than 90%.	Attendance data indicates the proportion of students attending school has increased to 91.4% at the end of 2023 from the previous year of 88.4% indicating the school has achieved the system negotiated target.
To improve the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at school through the TTFM survey.	Tell Them From Me data (TTFM) indicates the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy and Sense of Belonging) has decreased by 3.07% overall from baseline data indicating the school has not achieved the system negotiated target. However, individually Expectations for Success has increased by 0.24% and Advocacy has increased by 3.74%.



Our whole-school Colour Run fun with thanks to the P and C.



Staff and students enjoyed this treat day.



Happy Harmony Day - working together.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,657.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrivals program and English language proficiency funds were combined. All students made progress against the English Language and Additional Dialect Scales document to the next level of achievement.</p> <p>After evaluation, the next steps to support our students will be: Continuation of combining funding to employ additional staff to provide targeted programs to support identified EALD students.</p>
<p>Integration funding support</p> <p>\$356,450.00</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"> • Explicit Teaching Practices in Literacy • Explicit Teaching Practices in Mathematics • Wellbeing for all - students, teachers and families <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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 and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Individual students' ILPs were implemented within classrooms with teacher and SLSOs working together to meet students needs and grow their capabilities and improve outcomes.</p> <p>After evaluation, the next steps to support our students will be: Improve ILPs to be more targeted to individual students needs and upskill SLSO capability to support more-focused academic and social needs.</p>
<p>Socio-economic background</p> <p>\$23,010.16</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>

<p>Socio-economic background</p> <p>\$23,010.16</p>	<ul style="list-style-type: none"> • Explicit Teaching Practices in Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support reading program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: A targeted Year 1 Reading Support program improved the reading levels of all targeted students who undertook the program from below grade level to at or near grade level.</p> <p>After evaluation, the next steps to support our students will be: The Reading Support program will continue to intervene and support students in Year 1 to improve their capability to reach future learning outcomes.</p>
<p>Aboriginal background</p> <p>\$25,318.30</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"> • Aboriginal Education and 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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: 100% of our Aboriginal and Torres Strait Islander students received tutoring support from a qualified teacher in either Literacy or Numeracy according to their negotiated PLP. Data and/or worksamples indicated growth by all students over their tutoring period for all students.</p> <p>After evaluation, the next steps to support our students will be: After analysis of each student's PLP, the continuation of small group tuition by a qualified teachers to meet individual need and address targets.</p>
<p>English language proficiency</p> <p>\$4,522.97</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 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 • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$4,522.97</p>	<p>The allocation of this funding has resulted in the following impact: All funding, plus more from targeted school funds, resulted in small group tuition for the most needy EAL/D students. Collection of work samples and data showed a pleasing improvement in writing, especially sentence structure and vocabulary for the students.</p> <p>After evaluation, the next steps to support our students will be: As our funding for EAL/D students will increase in 2024, we are planning to reach more EAL/D students in need of support. The areas for their small group tuition will be decided upon by collaboration with the Learning Support Team and class teacher and analysing previous assessment data.</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 • Wellbeing for all - students, teachers and families • Aboriginal Education and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multilit program to increase learning outcomes • 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: Students with additional needs and their teachers have been supported by SLSOs to differentiate class and implement programs to benefit students. Students with health needs have been supported by especially trained SLSOs to ensure their safety. The Multilit reading program has been successfully managed by a trained SLSO and improved reading outcomes for students in Years 2, 3 and 4.</p> <p>After evaluation, the next steps to support our students will be: Continued expenditure of funding will support students and their teachers by delivering in-class programs that serve the needs of students not receiving targeted individual Intergration Support Funding. We will also plan for upskilling SLSOs so that they have a greater skills set to support students and teachers.</p>
<p>Professional learning</p> <p>\$68,671.62</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 • Explicit Teaching Practices in Mathematics • The Anxiety project <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 • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops

<p>Professional learning</p> <p>\$68,671.62</p>	<p>The allocation of this funding has resulted in the following impact: Staff have undertaken all mandatory professional development as required. Twelve hours training was undertaken by all staff around The Anxiety Project which was implemented during 2023. Numerous training courses around the implementation of the new English and Mathematics syllabuses were undertaken by staff in preparation for implementation in 2024.</p> <p>After evaluation, the next steps to support our students will be: Intensified training in new curriculum to support mandatory implementation in 2024. Training for all staff in dealing with the growing number of neurodiverse students in classrooms.</p>
<p>QTSS release</p> <p>\$183,352.03</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"> • Explicit Teaching Practices in Literacy • Explicit Teaching Practices in Mathematics • The Anxiety project <p>Overview of activities partially or fully funded with this initiative 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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The implementation of QTSS release has not been consistent in 2023 due to the continued lack of staff to cover classes. Whilst the AP C&I staff have been used to cover some classes for release, the necessity to cover classes rather than split them has been a priority and often resulted in the cancellation of QTSS release time.</p> <p>After evaluation, the next steps to support our students will be: With more consistent staffing in 2024, regular QTSS and extra classroom teacher release will be timetabled to allow staff the time to collaborate with others to plan for new curriculum implementation. and analyse data.</p>
<p>COVID ILSP</p> <p>\$16,836.58</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"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were in the middle range and capable of moving to higher levels with support. <p>The allocation of this funding has resulted in the following impact: With small group tuition over two terms, the needs of some students has been addressed in both literacy and numeracy areas. The students receiving support to improve outcomes were those not serviced by other programs already running within the school. In particular, the data from the groups receiving maths tuition showed impressive growth.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$16,836.58</p>	<p>In 2024, the COVID ILSP will target Maths as this was the area noted to be in most in need from the analysis of 2023 Check-in and NAPLAN data.</p>
<p>Per capita</p> <p>\$244,129.16</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"> • The Anxiety project • Improving attendance to >90% <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funding of a variety of whole-school and individual activities due to a perceived need of economic stress suffered by many families. • Funding of numerous students to Yr 5 and 6 camp due to economic need. • Purchase of numerous books and resources to support the implementation of new curriculum. • Saving of funds to restore the playground after the removal of the high school on our grounds. <p>The allocation of this funding has resulted in the following impact: Resources to support curriculum within the school are available to all staff and students. All students have had access to programs and activities no matter what their economic status or capability. The school has operated efficiently over the past year and introduced a new office platform, SchoolBytes.</p> <p>After evaluation, the next steps to support our students will be: The continued efficient operation of the school and the general support of all children and families. Procurement of new imaging devices for the Office as the present ones have reached their end-of-life and viability.</p>
<p>AP Curriculum & Instruction</p> <p>\$217,123.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Significant work has been undertaken to prepare staff for the implementation of new curriculum in Literacy and Numeracy in 2024. The analysis of data has resulted in planning to improve in areas as indicated</p>

and planning for 2024 begun. Peer tutoring has occurred in classrooms. Units of work have been prepared for the new curriculum implementation in 2024.

After evaluation, the next steps to support our students will be:
Full implementation of new English and Mathematics curriculum from Term 1, 2024 and support for staff with this implementation. The collaborative analysis of data to assist teachers to develop classroom groups and differentiation much earlier in the year and begin teaching planning and programs.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	467	480	473	449
Girls	492	464	459	441

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.2	95.1	90.0	93.7
1	95.9	94.8	89.6	92.7
2	96.0	94.4	89.3	93.5
3	96.2	94.7	89.2	93.2
4	95.7	93.5	88.1	93.0
5	96.6	93.6	87.5	91.5
6	95.2	93.5	87.1	92.6
All Years	96.0	94.2	88.7	92.9
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

In 2023, it was pleasing to see an improvement in attendance of 4.2% following a post-Covid decline. In 2022, many absences recorded were due to family reunion travel after lock-down restrictions were lifted. In 2023, attendance rates rose as these travel events reduced.

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.



Book Week fun for everyone.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.4
Classroom Teacher(s)	37.87
Learning and Support Teacher(s)	1
Teacher Librarian	1.6
School Counsellor	1
School Administration and Support Staff	6.87

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

In 2023, Jerrabomberra staff members engaged in an increasing number of on-line courses offered by the Department of Education. Staff were highly compliant in the completion of mandatory training modules in a timely manner. Staff also undertook a significant number of elective training units to prepare for the implementation of new English and Mathematics curriculums in 2024. It should be noted that many staff also made a strong commitment to complete courses in their own time and to support their Personal Development Plans (PDPs) with targeted professional learning.

Training was undertaken by all staff as a school commitment to implementing The Anxiety Project across all grade levels. Two trained staff mentors, Ms Ernst and Ms Drury, then presented the parent component to 34 parents over three consecutive nights.

The P&C also made a commitment to fund Judith Locke seminars for teachers and parents about promoting resilience within our student cohort and this was well attended.



Our whole-school Reconciliation Walk in Jerrabomberra.

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	1,011,579.62
Revenue	9,153,982.99
Appropriation	8,716,790.68
Sale of Goods and Services	18,526.90
Grants and contributions	383,680.95
Investment income	34,584.46
Other revenue	400.00
Expenses	-8,335,912.45
Employee related	-7,546,683.51
Operating expenses	-789,228.94
Surplus / deficit for the year	818,070.54
Closing Balance	1,829,650.16

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 2023, our spending was impacted by two major impacts. One was the lack of staff available to fill vacant positions and also to cover staff absences. Another was the impact of having the demountable Jerrabomberra High School on our grounds which stifled all spending on grounds and improvements for at least 18 months.

In 2024, we hope to be able to expend our budget in a targeted way to restore our school environment.



Our colourful Front Office - the engine of our school!

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	322,733
Equity Total	252,863
Equity - Aboriginal	25,318
Equity - Socio-economic	23,010
Equity - Language	4,523
Equity - Disability	200,012
Base Total	6,852,412
Base - Per Capita	244,129
Base - Location	0
Base - Other	6,608,283
Other Total	765,951
Grand Total	8,193,960

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.

Our Equity funding was spent in the following ways: employment of School Learning Support Officers (SLSOs) in classrooms, Aboriginal and Torres Strait Islander tutoring groups, EAL/D small group tuition for English language supplementation, funded disability support for eligible students, student welfare and student economic support.

Due to the rising costs of living and some financial strains for parents in 2023, the school funded or subsidised a number of incursions, events and buses free-of-charge to parents.



Chess Club is a lunch time activity.

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.

The NAPLAN data assists our school to monitor student progress. It is just one of the ways that we do this and is used alongside data collected by teachers within the classroom. It also helps us to plan for future, explicit teaching focus in specific areas of need in order to improve students' results. The school also participates in the Department of Education Check In assessments in Years 3 - 6 twice during the year. The school has found the check-in data to be very reliable and informative in supporting student needs.

The 4 levels of proficiency now reported in NAPLAN are: **Exceeding - Strong - Developing - Needs Assistance**

Our results on the new 4 levels of proficiency are:

YEAR 3 NAPLAN RESULTS - 2023

READING:

Exceeding - 23% Strong - 48% Developing - 21% Needs Assistance - 8%

WRITING:

Exceeding - 16% Strong - 64% Developing - 17% Needs Assistance - 3%

SPELLING:

Exceeding - 17% Strong - 49% Developing - 30% Needs Assistance - 4%

GRAMMAR & PUNCTUATION:

Exceeding - 10% Strong - 49% Developing - 28% Needs Assistance - 13%

NUMERACY:

Exceeding - 13% Strong - 51% Developing - 30% Needs Assistance - 4%

YEAR 5 NAPLAN RESULTS - 2023

READING:

Exceeding - 25% Strong - 62% Developing - 12% Needs Assistance - 1%

WRITING:

Exceeding - 18% Strong - 64% Developing - 17% Needs Assistance - 1%

SPELLING:

Exceeding - 29% Strong - 57% Developing - 9% Needs Assistance - 5%

GRAMMAR & PUNCTUATION:

Exceeding - 15% Strong - 64% Developing - 17% Needs Assistance - 4%

NUMERACY:

Exceeding - 10% Strong - 70% Developing - 18% Needs Assistance - 2%

We will use this base-line data in the new levels of proficiency to plan for growth and explicit, targeting teaching and learning in the coming years.



Our Performing Arts troupe presented "Where's Wally" at the Canberra Theatre.



Yr 5 and 6 attended a district STEM Day at Queanbeyan High with an Aboriginal and Torres Strait Islander focus.

Parent/caregiver, student, teacher satisfaction

The "Tell Them from Me" (TTFM) survey is now undertaken by all schools in NSW as a means of gathering information from its school community. This includes students in Years 4, 5 and 6 (twice annually) and parents and staff (annually). Data is collected through on-line surveys. In 2023, we chose the shortened version of the survey which seems to be more appropriate and engaging for the students.

Surveys were completed in Terms 2 and 4 for the students and in only Term 4 for parents and teachers. Data is analysed externally, and reports returned to the school, allowing us to reflect and plan for improvement. In 2023, 295 students, 71 parents or carers and 30 teachers completed the TTFM survey.

Data collected reflected on advocacy, expectations and a sense of belonging and were based on a 10-point scale. It should be noted that the school achieved at or above on most of the state norms. The key findings are presented below. Overall, the responses reflect a positive attitude towards the school.

Advocacy at School:

Advocacy at school was rated highly by all age groups. Year 4 rated this area 94%, Year 5 rated it 91% and Year 6 rated it 87%. This ranged from 4% - 8% above the state average for all schools. It is obvious that students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Expectations of Success:

The expectations for success are very high and a reflection of the strong work ethic displayed in classrooms. Our students love to learn and realise that success comes from working with the teacher and other students to achieve success. In 2023, Year 4 had 96% expectation of success, Year 5 - 98% and Year 6 - 98%. All results were above the state average by 2% - 4%.

Parents indicated a high level of aspiration for their students to complete Year 12 and at least 56% to attend university. Teachers rated learning culture highly and also had high expectations for student learning (8.6).

Sense of Belonging:

Over the year levels, students' sense of belonging varies somewhat. Year 5 at 74% reflected the highest sense of belonging, while Year 4 rated belonging at 67% and Year 6 at 65%. When averaged out to 68%, this aligns with the state average. All Aboriginal students completing the survey indicated that they felt good about their culture when they were at school. School pride rated very highly with 92% indicating they were proud of their school.

Parents and teachers agree that the school is a culturally safe place for all students and has inclusive practices for students. All teachers surveyed believed they belonged at this school. 99% of parents rated Jerrabomberra as their first choice of school and 94% would recommend it to other parents.

General Reflections from school-based questions:

In response to the shorter lunch/longer recess question as was practiced in 2023 due to accommodating the high school within our grounds, 47% of students and 58% of teachers did not like it, 20% of students and 32% of teachers did and 33% of students and 10% of teachers were unsure.

In response to the question on anxiety, it was obvious that some children do feel anxious at times and 20% indicated a higher level of anxiety. This was similar to parent indications as well. Teachers indicated a rise in dealing with anxious students and parents in their daily interactions.

School Bytes was rated highly as a better way to communicate with the school and receive information, notes and register absences by both teachers and parents.

Students indicated that they would like to learn more about Maths (65 indications), Spelling (46 indications) Science (31 indications) and Reading (22 indications).

In summary, the best things about the school - the friendly school atmosphere, the teachers, the gardens and fake grass, the learning, the Block, the bushes, technology, the library, sport, good shade, the Zen Zone and many more attributes mentioned by students and parents.

On things that need to be better, the cleanliness and care of toilets again raised concerns with students, the re-establishment of the grounds and playground equipment post- high school, the improving and levelling of the Block, the return of canteen sales and use of money over the counter were the main concerns.

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 2023, our in-school Aboriginal and Torres Strait Islander Committee met regularly to re-write our Reconciliation Action Plan (RAP). This also had input from community members. This was accepted by Reconciliation Australia in Term 4 and we planned a launch for Term 1, 2024.

In an endeavour to connect with our families, we held several Coffee Meet-ups to encourage informal conversations and build relationships. We also held lunch time meet-ups for the students so they got to know each other, play indigenous games and share stories. We regularly had staff attend the Queanbeyan District AECG meetings as well as three senior students attend the Junior AECG meetings as well. This was especially valued by the students who developed their leadership skills. and felt they had a voice.

Personal Learning Pathways (PLPs) continue to be negotiated with parents twice a year and reviewed to monitor progress on personal goals and track educational growth.

Our Year 5 and 6 students attended a district Aboriginal and Torres Strait Islander initiative - SOAR day - at Queanbeyan High School and undertook many indigenous activities over the day. Students rated this experience very highly and organisers are to be congratulated. There was also an element of teacher education presented after hours.

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

Mandatory on-line anti-racism training was completed by all staff. There is a need to update and train a new anti-racism officer, however no placements in courses were available in 2023. New training is planned for early in 2024.

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

Over the past two years, Jerrabomberra Public School has welcomed a growing diversity within our school student population. We embrace our cultural diversity through respectful interactions where kindness, caring and understanding are valued and promoted regularly. Special days such as Harmony Day are celebrated enthusiastically by students and staff with many classes joining buddy classes to undertake storytelling and activities.

Many of our units of work across all year levels have multicultural and/or Aboriginal and Torres Strait Islander perspectives and content included.

Each year, a highlight of our public speaking calendar is the Multicultural Perspectives Public Speaking competition. In this event, we have student voices teaching other students what multiculturalism means to them and the value of peer mentoring cannot be undervalued.

Other School Programs (optional)

DEFENCE MENTOR PROGRAM:

Our school continued to service the needs of almost 200 defence students and their families during 2023. Our Defence Student Mentor (DSM) supports all arriving and leaving Defence students, facilitating transition to and from the school. This is a valued program for transient families who regularly move intrastate, interstate or even overseas. Special care is taken to support students who have a parent deployed on overseas duties.

Lunches and activities are held for students experiencing similar life experiences so that they can connect and empathise with each other. Part of the role also involves the organisation of commemorative events for the school such as ANZAC Day and Remembrance Day. These events are highly valued by our community and students.

In 2023, Mrs Debbie Nielsen decided to return to a teaching role and has been replaced in a relieving capacity by Mrs Tollis.

SCHOOL CHAPLAINCY PROGRAM:

In 2023, Mrs Fiona Tollis organised many student welfare programs under the Chaplaincy Program banner. These included 'Seasons for Growth' program for students experiencing change and loss, therapeutic drumming and lunchtime activity groups. This was also linked with in-class support and incidental welfare support.

After many years of receiving chaplaincy funding, we were not successful in receiving continuing funding in 2024. Instead, this program has been replaced with some departmental funding for student wellbeing.

PERFORMING ARTS PROGRAMS:

Jerrabomberra Public School has always valued the opportunity to display the artistic talents of our students. In 2023, we performed with other Queanbeyan District schools at the Canberra Theatre over two nights. After almost two terms of rehearsals, our "Where's Wally?" item, featuring almost 80 students, was a colourful and precise performance at the District Arts Festival. The skill and dedication of the students and staff was clearly evident during the performances and was proclaimed a huge success by all present.

Our choirs resumed in 2023 after a Covid hiatus and performed at the District Choral Festival. We welcomed some Jerrabomberra High students who joined us. In 2024, the aim is to build our numbers in both choirs.

Our Rainbow Rhythms ukelele group had a strong contingent of players who worked with Mrs Wellfare and performed at assemblies and the community Carols by Candlelight event.

ENRICHMENT ACTIVITIES:

Enrichment Maths groups were offered for selected students in Yrs 2 - 6. Weekly classes were run by Mrs Demery over two days. The aim of these groups is to engage the students in higher-order problem solving skills and to improve their capability to work mathematically. It also involves the students in entering several external competitions to extend their skills.

As an enrichment opportunity, we also offer the students the chance to participate in the ICAS Assessment tests in English, Mathematics, Writing, Spelling, Science and Technology Skills. These are offered on a user-pay basis but offer students the opportunity to compete at a national and international level against like-minded students.