



Jervis Bay School

Annual School Board Report 2017



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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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School Board Chair Report

As the School Board chair, I would like to congratulate the staff and community on the amazing progress and growth in learning. Once again, I have been proud to be part of the School Board and hear about the school's achievements every term.

I would like to thank the Principal, Rachel Burke, and all the teachers and staff for their dedication and work to make our school once again exceptional. The school values of Positive Relationships, Respect, Identity, Determination and high Expectations (PRIDE) are once again displayed across the school community. This year the school has:

- Continued to serve the Wreck Bay Aboriginal Community, Jervis Bay village and HMAS Creswell
- Undertaken School Review with the National School Improvement tool with results that make us all so proud
- Continued to improve the outdoor learning environment.
- Successfully driven the whole school improvement agenda with:
 - > Progressing the use of school based assessments to increase student outcomes
 - > Teacher collaborating and analysing student achievement data
 - > Identifying and supporting learning interventions strategies
 - > An increase in the Reading Rockstars home reading program.

As a School Board we always appreciate and encourage our families and community members of Wreck Bay to be involved with the school and help to culturally teach our children, grandchildren, great grandchildren, all the students and the wider school community. Thank you for your support of our school and Pre School. It would be wrong not to mention the dedicated work from the Australian Federal Police and the Navy for their support. I would like to also mention the special support of Booderee National Park and Wreck Bay Aboriginal Community Council. We are looking forward to the next few years as the school continues to flourish and grow.

Muckwattung Ndjung.

School Board Chair, Uncle Paul McLeod

School Context

Jervis Bay School is located on HMAS Creswell Naval College grounds, within the Booderee National Park, one of only three Aboriginal owned National Parks in Australia. 95% of our enrolments are Aboriginal, Wreck Bay people. We are a small, community school with unique features and school culture.

The school currently offers a three year old Koori Preschool program, a four year old preschool program and classes from Kindergarten to year six. The school has a strong multigenerational partnership and connection with local Aboriginal families and a high Aboriginal student enrolment. This continues to be the highest Indigenous enrolment at any ACT School.

Jervis Bay School offers a rich, contemporary curriculum that aligns with Australian Curriculum. The school provides a challenging and inclusive school environment that focuses on student achievement and success within a rich, enjoyable learning environment. The school has many effective partnerships and opportunities for students ensuring that we provide comprehensive support for students within our school setting, with a focus on holistic success of all students.

Student Information

Student enrolment

In 2017 there were a total of 45 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	21
Female	24
Aboriginal and Torres Strait Islander	43
LBOTE*	41

*Language Background Other Than English

Source : Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: 2017 Attendance rates in percentages

Year level	Attendance rate
K	90.0
1	91.0
2	83.0
3	93.0
4	87.0
5	88.0
6	93.0

Source : Planning and Analytics, December 2017

In 2017, we continued our personalised approach to managing school attendance. Families are contacted when students are absent, and regular attendance is celebrated at school assemblies. Our attendance rates remain similar to those in 2016.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	33

Source : Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Jervis Bay School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	10
Teaching Staff: Full Time Equivalent Permanent	8.80
Teaching Staff: Full Time Equivalent Temporary	0.00
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	5.64

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There is one Aboriginal and Torres Strait Islander staff member at this school.

School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Jervis Bay School was reviewed in 2017. A copy of the Review Report can be found on the school website.

School Satisfaction

Schools use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2017 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5 and above (with the exception of students in special schools) took part in an online survey.

Overall Satisfaction

In 2017, 91% of parents and carers, 81% of staff, and 100% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

A total of 16 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers at this school expect students to do their best.	94
Teachers at this school provide students with useful feedback about their school work.	93
Teachers at this school treat students fairly.	88
This school is well maintained.	100
Students feel safe at this school.	94
Students at this school can talk to their teachers about their concerns.	88
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	81
Students like being at this school.	94
This school looks for ways to improve.	88
This school takes staff opinions seriously.	88
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	94
I receive useful feedback about my work at this school.	88
Staff are well supported at this school.	88

Source : 2017 School Satisfaction Surveys, August/September 2017

A total of 35 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
Teachers at this school expect my child to do his or her best.	94
Teachers at this school provide my child with useful feedback about his/her school work.	100
Teachers at this school treat students fairly.	94
This school is well maintained.	89
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	100
Student behaviour is well managed at this school.	89
My child likes being at this school.	83
This school looks for ways to improve.	100
This school takes parents' opinions seriously.	97
Teachers at this school motivate my child to learn.	94
My child is making good progress at this school.	94
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	91

Source : 2017 School Satisfaction Surveys, August/September 2017

A total of 13 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5/6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	100
My teachers provide me with useful feedback about my school work.	100
Teachers at my school treat students fairly.	83
My school is well maintained.	67
I feel safe at my school.	100
I can talk to my teachers about my concerns.	77
Student behaviour is well managed at my school.	46
I like being at my school.	85
My school looks for ways to improve.	100
My school takes students' opinions seriously.	83
My teachers motivate me to learn.	100
My school gives me opportunities to do interesting things.	100

Source : 2017 School Satisfaction Surveys, August/September 2017

This information can be considered alongside information available on the My School website (<http://www.myschool.edu.au>).

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2.

Table: Jervis Bay School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	34	119	34	52
ACT	51	124	39	55

Source: Planning and Analytics

The PIPS data shows excellent growth in both reading and numeracy, with the gap between students at Jervis Bay School and students across the ACT noticeably closing, particularly in reading.

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In 2017, 0.00 % of year 3 students and 14.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2017 mean scores achieved by our students compared to the ACT.

Table: Jervis Bay School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	335	442	448	517
Writing	303	412	419	475
Spelling	355	411	475	494
Grammar & Punctuation	248	441	401	503
Numeracy	313	417	445	496

Source: Planning and Analytics

An analysis of our NAPLAN results can be found when reporting against our priorities.

Performance in Other Areas of the Curriculum

At Jervis Bay School, we have a strong focus on cross curriculum perspectives, including engaging with Aboriginal and Torres Strait Islander histories and culture and sustainability. A successful dance program for all year levels was implemented in 2017, which, when included with the running of the annual cross country at Wreck Bay and the participation of all year levels with the Booderee Rangers Program, strengthened understanding of and celebrated local Aboriginal culture. The Booderee Rangers program also developed students' understanding of sustainability. Nutrition activities for pre-school children tie in to science and sustainability programs in the k-6 years.

Maintaining a focus on developing a culture of learning and high expectations has also been a priority during 2017. A strong commitment of staff, students and community members to this priority has seen the culture of the school continue to reflect the importance of both mainstream and alternative learning for all students.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	161853.04	103082.38	264935.42
Voluntary contributions	150.00	30.00	180.00
Contributions & donations	2395.55	2585.10	4980.65
Subject contributions	6863.19	4422.00	11285.19
External income (including community use)	0.00	0.00	0.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	3160.34	2402.16	5562.50
TOTAL INCOME	174422.12	112521.64	286943.76
EXPENDITURE			
Utilities and general overheads	9223.13	11821.36	21044.49
Cleaning	20840.29	30049.43	50889.72
Security	282.00	756.00	1038.00
Maintenance	26643.55	70266.60	96910.15
Administration	15982.19	22146.37	38128.56
Staffing	0.00	0.00	0.00
Communication	8092.27	3691.73	11784.00
Assets	8537.83	1697.36	10235.19
Leases	16101.52	12409.40	28510.92
General office expenditure	7051.37	11340.03	18391.40
Educational	19731.28	12590.16	32321.44
TOTAL EXPENDITURE	132485.43	176768.44	309253.87
OPERATING RESULT	41936.69	-64246.80	-22310.11
Actual Accumulated Funds	96616.32	96616.32	96616.32
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	138553.01	32369.52	74306.21

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$3,323.

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2017. Voluntary contributions for 2017 was \$180.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing To ensure that the school has sufficient funds for any unforeseen student learning needs.	\$19,341	12/2018
Black Rock to Red Rock Biannual cultural exchange for year 5/6 senior class. This is a heavily subsidised excursion to provide opportunity, access and cultural learning as appropriate for our school.	\$2000	12/2019

Endorsement Page


Members of the School Board

Parent Representative(s):	Paul McLeod	Justine Brown
Community Representative(s):	Paul Chandler	
Staff Representative(s):	Harry Sawkins	Janette Fisher
Student Representative(s):	-	
Board Chair:	Paul McLeod	
Principal:	Rachel Burke	

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature:  Date: 01 / 06 / 2017

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2017.

Principal Signature:  Date: 01 / 06 / 2017