School context

Jerrys Plains Public School had an enrolment of 26 students in 2013. The students were organised into two classes – K/1/2 and 3/4/5/6.

Principal’s message

It has been an exciting year for the students and staff of Jerrys Plains Public School with the wide range of opportunities and experiences offered, from within the classroom to beyond the local community. Our students have had the opportunity to perform, participate and represent our school during many events, opportunities and excursions.

It has also been a time of staffing change with the second classroom teacher position relinquished due to a lower enrolment number. This was alleviated with the employment of a temporary staff member who taught the Infants class for 4 days a week and a Student Learning Support Officer providing student support.

Jerrys Plains is fortunate to be made up of hard working, compassionate staff supported by a caring parent body and students who are appreciative and engaged in the many opportunities to support learning, the school presents to them.

This year saw the revitalization of the school’s playground with the addition of a sporting field funded by our mining sponsors. We also installed safety fencing for our younger students to ensure their safety from the nearby major highway.

Our links to the community have been strengthened enormously through the dedication and support of a vibrant P&C and parent community, with many new events added to our yearly calendar, specifically designed to encourage community support. Some of these events included Easter Event Activities including all Jerrys Plains children, Fire Works night for the entire community, Discos for our children, BBQ’s and afternoon tea “get-togethers”, entry into the Gresford Billy Cart Derby and many more.

Our school has promoted itself with gusto this year, taking out a publicity site at the Singleton Show to promote Small Schools, inviting the districts other small schools to join us.

We’ve made a promotional movie to celebrate just how small schools ROCK, which was premiered at the Singleton Civic Centre, to media fan fare.

We’ve created Banners, showcasing the importance of our community, which was part of the Big Draw, a world-wide event. Our banner is flying in Singleton, showing the world our art work.

I am very proud to have been the principal of such a dynamic and vibrant school

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Donna Stackman – Acting Principal

Student representative’s message

This year has been very interesting! We have done a lot of fun and enjoyable things.

Our first excursion of the year was a visit to Singleton Heights Public School to join other small school watching a performance. The play was about sleeping beauty, and all of the kids enjoyed it!

We are very lucky to have parents in the Coolmore Horse Stud business, therefore we were able to have a wonderful tour of the stud! Only primary students went, and we thought it was amazing! The primary students got to have a picture with one of the amazing horses.

To get us used to a big school the primary students went to Rutherford Public School, we were very shocked to see how many people were there, but by the end of the day we got used to it and had fun!

For this year’s major excursion, the primary class went to Canberra, with Millers Forest Public School and Lochinvar Public School. We went to
all the amazing things in Canberra, but the student’s favourite activity was going to Questacon!

We also went to Hunter Valley Zoo in Cessnock, it was a great experience to be so close and personal with the animals and all had a great time.

To get our dads, granddads and pops involved in the school, we decided to enter in the Gresford Billy Cart Derby, our dads built a wonderful and fashionable billy cart to race! Two of our students, Natalie and Daltyn, raced the billy cart and both came first in the heats. During Education Week, our Billy Cart program won an award for DADs in Schools.

Also to get mums and nans involved in our school we entered in the Denman scarecrow competition, and we won!!!! Our scarecrow Mr Hempy, is now on display in the Denman gardens.

We’ve had so many fun and exciting days this year such as the Easter Fun day, PJ day, cupcake and milkshake day, Pink Day, NAIDOC Day, a police visit to teach us about staying safe, Clean up our School day and a visit from Healthy Harold.

We have participated in many energetic and fun sports throughout the year! Dance, Zumbatomic, soccer skills, Commando Chaos, swimming lessons, the Small Schools swimming and athletics carnival. For swimming two students went to Zone and for athletics two students went to Zone and one made it all the way to Regionals. We participated in small schools soccer, combining with Broke Public School to do netball and touch football.

We again combined with Rutherford and Milbrodale Public Schools for an arts day, with a visiting cartoonist, aboriginal art lessons, drama and air brushing.

Again with Milbrodale Public School, we do Song Room lessons each week and we were lucky enough to be able to make a documentary on small schools which premiered in the Singleton Civic Centre. We also went into Singleton for 2 days for a Song Room camp.

Between all of these fun, amazing and exciting things, we still managed to get work done! And we would just like to say a big thanks to Mrs Stackman and Miss Ross! And everyone who helped us do all these wonderful things!

Natalie Lear and Chelsea Young – 2013 Student Leaders

Student Information

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School K</td>
<td>94.1</td>
<td>88.6</td>
<td>94.3</td>
<td>95.2</td>
<td>96.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.6</td>
<td>89.0</td>
<td>86.8</td>
<td>90.7</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>86.2</td>
<td>90.6</td>
<td>92.4</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.6</td>
<td>96.8</td>
<td>93.4</td>
<td>92.1</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.7</td>
<td>90.9</td>
<td>90.7</td>
<td>91.8</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.5</td>
<td>90.4</td>
<td>94.1</td>
<td>94.7</td>
<td>97.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>98.9</td>
<td>95.2</td>
<td>90.9</td>
<td>98.9</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>94.7</td>
<td>90.6</td>
<td>91.8</td>
<td>93.5</td>
<td>95.9</td>
</tr>
</tbody>
</table>

| School Region K | 94.3 | 94.6 | 94.7 | 94.4 | 95.1 |
| 1 | 93.6 | 93.9 | 93.9 | 93.8 | 94.3 |
| 2 | 93.7 | 94.0 | 94.0 | 93.8 | 94.4 |
| 3 | 93.7 | 94.0 | 93.8 | 94.0 | 94.3 |
| 4 | 93.5 | 93.9 | 93.9 | 93.7 | 94.2 |
| 5 | 93.4 | 93.7 | 93.6 | 93.6 | 93.8 |
| 6 | 93.0 | 93.3 | 93.2 | 93.2 | 93.6 |
| Total | 93.7 | 91.5 | 93.9 | 93.9 | 93.8 | 94.3 |

| State DEC K | 94.3 | 94.7 | 94.7 | 94.3 | 95.0 |
| 1 | 93.7 | 94.2 | 94.2 | 93.9 | 94.5 |
| 2 | 94.0 | 94.4 | 94.2 | 94.2 | 94.7 |
| 3 | 94.1 | 94.5 | 94.4 | 94.4 | 94.8 |
| 4 | 94.0 | 94.5 | 94.3 | 94.3 | 94.7 |
| 5 | 94.0 | 94.4 | 94.2 | 94.2 | 94.5 |
| 6 | 93.6 | 94.0 | 93.8 | 93.8 | 94.1 |
| Total | 94.1 | 92.1 | 94.4 | 94.3 | 94.2 | 94.7 |

Management of non-attendance

Student attendance is monitored on a fortnightly basis and reminder notes are sent home for any unexplained absences. Further concerns are reported as required to the Home School Liaison Officer.
Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>12</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary | 30/11/2013

Income

- Balance brought forward: $34305.25
- Global funds: $46053.87
- Tied funds: $23224.56
- School & community sources: $70081.58
- Interest: $2096.94
- Trust receipts: $2490.41
- Canteen: $0.00
- Total income: $178252.61

Expenditure

- Teaching & learning
  - Key learning areas: $11335.36
  - Excursions: $3019.77
  - Extracurricular dissections: $11489.62
- Library: $671.77
- Training & development: $1152.67
- Tied funds: $21900.57
- Casual relief teachers: $2657.61
- Administration & office: $20364.99
- School-operated canteen: $0.00
- Utilities: $7783.22
- Maintenance: $13686.94
- Trust accounts: $2536.31
- Capital programs: $38501.86
- Total expenditure: $135100.69
- Balance carried forward: $43151.92

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Jerrys Plains Public School has qualified and dedicated staff. Mrs Donna Stackman was Acting Principal during 2013. Mrs Kristy Cant accepted a nominated transfer and was replaced by Temporary Teacher, Miss Carly Ross. Ms Kristen Carmody continued as a casual teacher in the role of Library and Release from Face to Face teacher. Staff and students were supported by School Learning Support Officer, Mrs Renae Egan.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There were no indigenous employees at the school.
**School performance 2013**

**Arts**

As a part of their Creative Arts education, all students from K-6 participated in The Song Room Artist in Residence Program, sponsored by Xstrata Coal. This program involved weekly lessons in drama, singing and music. These lessons were delivered by teaching artist Mrs Amy O’Sullivan, with specific skills and talent in drama and music. Students were inspired by the talent of the teaching artist. The weekly lessons culminated in many opportunities for students to show their talents. Milbrodale Public School joined students from Jerrys Plains in the Song Room. Our schools were chosen to participate in a Song Room Community Project, specifically designed to encourage school communities to participate in the schools. We created and produced a “Small Schools Documentary” which was premiered at the Civic Centre, Singleton, with a red carpet launch.

In term three, all schools participating in the Song Room music program in the Singleton area were invited to attend a two day music camp. Students participated in drumming, singing, drama, body percussion and music activities. The music camp culminated in a concert incorporating a variety of student group performances.

In term three, Jerrys Plains Public School students invited Rutherford Public School Aerobics Teams to participate in an “Arts Day”, showcasing many strands of art, including drawing, painting, spray painting, cartooning, drama and performance art. This highly successful day, strengthened links between, our small school and Rutherford’s big campus.

**Sport**

Students at Jerrys Plains were given the opportunity to participate in a variety of sports and competitions on a variety of levels during 2013.

Jerrys Plains Public School was again fortunate enough to be part of the Active After School Program, funded by the Australian Government. This initiative provides funding for sporting activities and equipment, particularly for schools in isolated rural areas.

On a whole school level all students participated in a term of dance, a term of Zumbatomic lessons, a term of soccer and ball skills and participated in weekly tennis lessons, taught by a qualified tennis instructor. Students also participated in daily fitness lessons, incorporating skills and focuses into enjoyable lessons.

During term 4, all students K-6 participated in the Intensive Swimming Scheme – this essential program equipped students with valuable swimming and water safety skills.

The whole school participated in the Heart Foundation’s Jump Rope for Heart, practising their skipping skills and in groups created a skipping routine to perform to the parents and visitors who joined us for ‘Jump Off Day’. Many parents joined their children for the Jump Off Day.

Our school combined with other Singleton Small Schools for the swimming and athletics carnivals. Students represented our school at both PSSA zone and regional levels in swimming and athletics.

Several girls were selected as part of the PSSA Small Schools Netball Knockout team and Girls Soccer team. Several boys were selected to be part of the Small Schools Soccer team.

**Dads in Schools Program**

Jerrys Plains’ students K-6, designed and built a “Billy Cart” with fathers, grandfathers, uncles, big brothers and male role models, and entered the cart in the Gresford Billy Cart Derby. Our two student drivers each won their first round in the race. This program was designed to actively encourage positive participation of male role models with the school and was awarded an Education Week award.

**Environmental Education**

Students at Jerrys Plains take an active part in their environment. Students are formed into committees at the start of the year and follow a
roster to complete tasks and jobs around the school. Committees take responsibility for gardening, composting and general maintenance of cleanliness within the school environment. Our school participated in Clean Up our School Day and was pleasantly surprised to collect very little rubbish.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three year school average and average growth information should not be reported if results are available for less than 10 students. One student sat NAPLAN in 2013.

**NAPLAN Year 3 - Numeracy**

NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three year school average and average growth information should not be reported if results are available for less than 10 students. Two students sat NAPLAN in 2013.

**NAPLAN Year 5 - Numeracy**

NAPLAN results cannot be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three year school average and average growth information should not be reported if results are available for less than 10 students. Two students sat NAPLAN in 2013.

**Aboriginal education**

Aboriginal perspectives are an integral part of our curriculum and are integrated throughout our teaching programs. Initiatives by the Local Management Group of schools provide strong links and access to valuable resources in this area. Our school joined other small schools in the Singleton Management area to participate in NAIDOC celebrations held at Milbrodale. During the day, our students participated in activities such as Aboriginal traditional games, learned more about traditional methods of hunting and gathering and visit the Barami Caves, to view the traditional paintings.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Formal surveys
- Anecdotal discussion with parents and community
- Communicating with our community
School planning 2012—2014: progress in 2013

School priority 1
80% of learning goals set against stage outcomes are achieved within the set timeframes for Reading and Writing.

Outcomes from 2012–2014
- Increased level of student achievement in Literacy in line with or better than state average.
- Utilising data to determine future teaching and learning for all students

Evidence of progress towards outcomes in 2013:
- Analysis of data shows consistent and strong growth of all students, in line with individual learning plans and goals.
- Engagement in learning is evident in student’s everyday writing and reading.
- Teachers closely monitor and assess daily to ensure growth and learning needs are being met.

Strategies to achieve these outcomes in 2014
- Use the literacy continuum to develop writing, reading and talking and listening rubrics. Use these assessments to plot students along the continuum.
- Teachers and students will regularly conference during literacy time, giving meaningful feedback.

School priority 2
80% of learning goals set against stage outcomes are achieved within the set timeframes for Numeracy.

Outcomes from 2012–2014
- Increased level of student achievement in Numeracy in line with or better than state average.
- Utilising data to determine future teaching and learning for all students

Evidence of progress towards outcomes in 2013:
- Analysis of data shows consistent and strong growth of all students, in line with individual learning plans and goals.
- Teachers closely monitor and assess daily to ensure growth and learning needs are being met.
- Students are eager to engage in learning strategies designed to meet outcomes.

Strategies to achieve these outcomes in 2014:
- Staff will use the new mathematics curriculum to sequence learning across the school. This program has many hands on learning activities to compliment explicit teaching segments.
- Teachers will monitor and assess daily to ensure learning outcomes are being met in a meaningful manner.

School priority 3
80% of students will participate in healthy lifestyle practices at school.

Outcomes from 2012–2014
- Collaborative partnership between school, home and community to support the health education of students.
- Consistent student welfare practices across the school.

Evidence of progress towards outcomes in 2013:
- Students are full participants in daily fitness activities.
- Students actively enjoy the variety of daily fitness activities and are active in designing their own.

Strategies to achieve these outcomes in 2014:
- Discuss healthy lunch boxes with students during eating time
- Morning Fitness should incorporate a variety of fine and gross motor skills
- Reinforce and build on this by having a skills based play session during at least one recess play per week

School priority 4
Actively promote the school, and increase the image of the school within the school community and wider local community.
Outcomes from 2012–2014

- Improved image of the school in the wider community through active school promotion.

Evidence of progress towards outcomes in 2013:

- Parental involvement in promotional events throughout the school is much stronger and positive.
- The school has hosted many community events throughout the year which have been positively received and attended by both the school and wider community, resulting in much positive publicity.
- A Communicating with the Community working party was formed with the express goal of positively promoting the school in the community.

Strategies to achieve these outcomes in 2014:

- Actively promote school’s advantages to parents and wider community through our school’s newsletter and newspapers
- Create a Face Book page for the school
- Hold regular promotional events inviting the wider community

Professional learning

Teachers participated in a variety of professional learning opportunities during the year to develop their expertise in many areas. These included:

- Best Start
- Jolly Phonics and Jolly Grammar
- PBL – Positive Behavior for Learning
- iPad training
- Integrating technology into learning
- Australian Curriculum Implementation: Mathematics and English
- ARCO – Anti Racism Professional Development
- Sport coaching: golf

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Most parents actively engaged with the school and its teaching staff.
- Most parents visited the school on a weekly basis and interacted with teaching staff.
- All parents feel that teachers discuss their child’s progress and have constructive conversations regarding their child’s learning, and teachers style their teaching to the child.
- All students reported they like being at school and that they achieve success and are happy.
- Most students felt they were good at school work or getting better.
- All staff felt the school is continually improving and make changes where and when necessary.
- All staff felt the school community valued and supports all at the school.

Program evaluations

Background

The implementation of the new English curriculum prompted our staff to evaluate our learning programs to include the new curriculums, English and Mathematics. We also underwent the SET process to evaluate our PBL program.

Findings and conclusions

- Our multi-age classroom groupings correspond well with the new curriculum formats (small group, hands on learning)
- Our PBL needs an increased focus on our core beliefs and how our students understand those beliefs.

Future directions

- Revisit PBL across the school and work on continuous improvement, working on one core value over a set time period
- Link positive reward system to PBL and promote this constantly through assemblies, class certificates, raffle tickets, newsletters and discussion with students and parents
The new curriculum will be implemented to include our small group structure, with learning activities to actively engage students within learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Donna Stackman – Acting Principal
Melinda Morrison – Acting School Administration Manager
Carly Ross – Classroom Teacher
Robyn Cramp – P & C President

School contact information
Jerrys Plains Public School
27-31 Doyle Street, Jerrys Plains, NSW, 2330
Ph: 02 65764018
Fax: 02 65764142
Email: jerrysplain-p.school@det.nsw.edu.au
School code: 2231

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: