



Jervis Bay School

Annual School Board Report 2020



School values and totem poles

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

Over the past 12 months, Jervis Bay School (JBS) continued to be led by Ms Lana Read, Principal, and the Jervis Bay School Board is delighted to support Ms Read in this role.

As a result of Ms Read's on-going leadership, JBS continued to provide a culturally appropriate, whole-of-community, approach to learning. This best-practice model of teaching recognises and supports the individual learning, social, and emotional needs of all students, and the critical role that teachers, parents, and the community play in supporting the school to meet these needs.

In line with JBS' strong commitment to a culturally safe and appropriate learning environment for all students, JBS introduced dhurga into the school curriculum. Students can now study dhurga as part of their overall learning program, and the school is introducing a range of mechanisms to assist embedding dhurga into day-to-day classroom and school practice.

JBS also remains committed to the learning and well-being of all students and recognises that individualised positive behaviour support is a critical component of this approach. Accordingly, JBS continued its ongoing strategy of recognising and reinforcing positive behaviours within the classroom, and across the whole school. This approach has resulted in ongoing significant improvements in the overall behaviour and emotional wellbeing of all students, and a positive school culture where all students and staff are respected and feel safe and welcome.

JBS has also introduced Zones of Regulation across the school, whereby students are able to withdraw to designated areas to assist with emotional self-regulation. These Zones have proved to be very popular with students and have had a significant impact on the overall well-being and behaviour of all students.

Like all other schools, Covid-19 had a significant impact on students, teachers, parents, and the broader community. Despite many challenges, the JBS management team, and all teachers, quickly developed and introduced individual learning support plans to ensure that all students could continue their learning at home. All students are back to full-time, in-school learning, and teachers are continuing to monitor students to address any impact of the disruption caused by Covid-19 or at-home learning.

Alasdair Roy OAM

Jervis Bay School Board Chairperson

School Context

Jervis Bay School is located on the Naval Base of HMAS CRESWELL in the Jervis Bay Territory. The school's idyllic location and the community which it serves ensure its uniqueness. The school is dynamic and a constantly evolving part of the community due to the diverse needs and expectations of the various communities and the transitory nature of some of its population. The school works proactively in building strong, vibrant and innovative partnerships both within and outside the Jervis Bay Territory. Driving this approach is the belief that 'It takes a whole village to raise a single child'. Many highly successful programs and initiatives have had their origins in this belief and include the Booderee Junior Rangers Program, the AFP Good Citizenship Award, Breakfast Club and the Red Rock to Black Rock Excursion to the Northern Territory. The school is well-resourced particularly in the areas of Literacy and Numeracy which is a school focus in our efforts to bridge the gap. With an over 90% Indigenous enrolment the school has been undertaking a very structured whole school approach in these two areas. The school also has a strong focus on Country, Culture and History. First Nations perspectives are embedded in our school curriculum and the school has introduced the dhurga language program in recognition of the language of our local area. The School Board is very experienced and representative of the wider school community and includes the University of Wollongong (former) Dean of Education, Professor Paul Chandler and (former) Commissioner for Children and Young People, Alasdair Roy as well as three of our local elders. JB School philosophy for teaching and learning is firmly grounded in our school values of Positive Relationships, Respect, Identity, Determination and Expectations (P.R.I.D.E) along with a 'Stronger Smarter' framework. The school has a very energetic, committed and reflective staff who have high expectations and support students to do their best and take responsibility for their future pathways including the future of their Country. The school has a stable executive and staff structure and a clear school plan for the future.

Student Information

Student enrolment

In this reporting period there were a total of 30 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	19
Gender - Female	11
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	29
LBOTE**	19

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	5.56
Teaching Staff: Full Time Equivalent Temporary	1.00
Non Teaching Staff: Full Time Equivalent	7.55

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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'*. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school will be reviewed in 2022.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 72% of parents and carers, 78% of staff, and 80% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 9 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	
Parents at this school can talk to teachers about their concerns.	89
Staff are well supported at this school.	89
Staff get quality feedback on their performance.	70
Student behaviour is well managed at this school.	78
Students at this school can talk to their teachers about their concerns.	89
Students feel safe at this school.	56
Students like being at this school.	89
Students' learning needs are being met at this school.	67
Teachers at this school expect students to do their best.	89

Teachers at this school motivate students to learn.	89
Teachers at this school treat students fairly.	89
Teachers give useful feedback.	80
This school is well maintained.	100
This school looks for ways to improve.	89
This school takes staff opinions seriously.	89
This school works with parents to support students' learning.	89

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 18 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	
I can talk to my child's teachers about my concerns.	83
My child feels safe at this school.	72
My child is making good progress at this school.	78
My child likes being at this school.	72
My child's learning needs are being met at this school.	78
Student behaviour is well managed at this school.	67
Teachers at this school expect my child to do his or her best.	71
Teachers at this school give useful feedback.	87
Teachers at this school motivate my child to learn.	100
Teachers at this school treat students fairly.	78
This school is well maintained.	83
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	78
This school works with me to support my child's learning.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 5 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students* in agreement with each national opinion item

National opinion item	
I can talk to my teachers about my concerns.	100
I feel safe at this school.	80
I like being at my school.	40
My school gives me opportunities to do interesting things.	80
My school is well maintained.	60

My school looks for ways to improve.	80
My teachers expect me to do my best.	80
My teachers motivate me to learn.	60
Staff take students' concerns seriously.	60
Student behaviour is well managed at my school.	20
Teachers at my school treat students fairly.	60
Teachers give useful feedback.	100

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the BASE program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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	407746.69	189827.69	597574.38
Voluntary contributions	70.00	440.00	510.00
Contributions & donations	863.10	2743.25	3606.35
Subject contributions	1230.93	218.16	1449.09
External income (including community use)	0.00	0.00	0.00
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	1489.87	1849.46	3339.33
TOTAL INCOME	411400.59	195078.56	606479.15
EXPENDITURE			
Utilities and general overheads	11244.17	7220.16	18464.33
Cleaning	21573.93	686.20	22260.13
Security	389.45	420.00	809.45
Maintenance	169411.88	16831.91	186243.79
Administration	1954.51	2309.38	4263.89
Staffing	0.00	0.00	0.00
Communication	14020.80	14122.43	28143.23
Assets	34496.71	15396.83	49893.54
Leases	21829.10	86638.15	108467.25
General office expenditure	7627.40	10734.17	18361.57
Educational	28420.61	8561.67	36982.28
TOTAL EXPENDITURE	310968.56	162920.90	473889.46
OPERATING RESULT	100432.03	32157.66	132589.69
Actual Accumulated Funds	146075.34	148075.34	148075.34
Outstanding commitments (minus)	-9445.28	0.00	-9445.28
BALANCE	237062.09	180233.00	271219.75

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Playground Upgrade: Equipment is ageing and due to location, it is rusting quickly, thus requiring a lot of maintenance each year.	\$19,341	12/2023

Endorsement Page

Members of the School Board

Parent Representative(s):	Wendy Brown,	Annette Brown	
Community Representative(s):	Alasdair Roy	Harvey Moore,	Paul Chandler
Teacher Representative(s):	Jamahl Ardler,	Luke Marsden.	
Student Representative(s):	n/a	n/a	n/a
Board Chair:	Alasdair Roy		
Principal:	Lana Read		

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

Board Chair Signature:



Date: 18/06/2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:

Lana Read

Date: 18/06/2020