

Jingili Primary School

Annual Performance Report to the School Community

2022



'Putting The Child First'

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School Overview

Our School

Jingili is a vibrant and culturally diverse school nestled in the heart of our suburb. It prides itself on *'Putting the Child First'*, offering programs that are student-centred, engaging, and rigorous to equip growing minds for the 21st Century. We make every attempt to nurture and celebrate cultural diversity, individuality, and personal achievements within the context of a safe and happy environment that supports the wellbeing of all members of the school community. The school consists of two adjacent campuses comprising of a combined childcare facility (Independently managed by YMCA) and preschool on one site, with the primary campus nearby. The school's strong CARES (children almost ready to enter school) program supports a smooth transition for the pathway from care to preschool to primary school. The school is committed to innovative, evidence and research informed practices to improve student wellbeing and learning. A strong sense of community is part of Jingili school ethos and throughout the year we offered some opportunities for parent and community involvement. Parents are welcomed into classrooms and post COVID, we have started again

In 2022, the school had a strong focus on strengthening instruction and assessment in Reading, HASS and the implementation of Berry Street Education Model to maximise engagement. COVID greatly impacted the momentum of these improvement agendas for the first half of the year, with our school responding to the heavy administrative and health requirements to manage our community within the pandemic.

In 2022, special student programs offered at Jingili School were:

- Science as a specialist and pure learning area, Science Expo and Fair, CREST (extension and acceleration in science and maths).
- Indonesian Language Learning (Grades 2/3-6), Extension Challenge
- Kitchen Garden – as part of the Stephanie Alexander Kitchen Garden Program
- Digital Technologies – students across the school accessed this specialist time to build their ICT learning capabilities
- Sports in School for grades 3-6, COVID permitting
- Small Groups learning support – Leadership and Learning Centre including literacy, maths, and social/emotional learning
- Breakfast Club – established last year with the support of COLES Northlakes and Brumby's Hibiscus with parent involvement to run
- Excursions and incursions across the year levels building on their learning COVID permitting
- CARES (Children Almost Ready to Enter School)
- PE – T-2
- Meaningful Maths Enrichment
- Music Instruction from the NT School of Music on Fridays – including our Jingili Band

Additional experiences –

- PMI – Partnership for outside of school hours music
- School of Languages offering extra curricula lessons after school – up to 20 students attending these

The key issues facing the school community for 2022 were:

- Improving student attendance
- COVID regulations impacting teaching and learning and momentum of improvement agenda
- Aging School – repairs and upgrades
- CiAnywhere Finance Platform implementation – learning period for Business Manager and Principal to ensure transparency of finances.
- Maintaining consistent school counsellor to service our student tier 3 needs.

Our Staff

In 2022, an extra hour of release per week for full time staff was provided to prioritise collaboration in teacher PLTs and drive our improvement agenda. The amalgamation of Indonesian as a release in the 3-6 grades and PE classes in the EC grades supported this. Just under half the staff at Jingili are part-time. This makes some elements of staffing challenging to meet all needs such as professional learning. If all staff came back full time however, the school would be overstaffed.

<i>Leadership Team</i>	<i>Teaching Staff</i>	<i>Administrative Staff</i>
Principal	11 Classroom Teachers (3 teachers x.8)	Special Education assistant A03
Assistant Principal ST3	IX0.8 Science teacher	AIEW A04
Senior Teacher-Wellbeing ST1	1x 0.6 Digital Technologies Teacher	Library/ICT and office Assistant A02 - .85%
Administration Manager A05	1 X 0.8 Kitchen Garden Teacher	IX0.8 & IX0.5 Pre-school assistants A02
	IX 0.8 & IX 0.6 pre-school teachers	IX Transition Support Assistant 0.5 A02
	1x .4 Teacher to cover two of the 8 teachers EC	IX Data input officer/front desk 0.5 A02
		IX Kitchen Garden Assistant 0.8 A02
		1 Maintenance Officer PH4
		Front office administrator A02

All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers. Pre-school staff have appropriate Early Childhood qualifications. Jingili have three staff who identify as Aboriginal.

Our Students

A variety of cultural backgrounds are represented in the student population at Jingili with 26% Aboriginal, 20% EAL/D and 20% identified with additional needs (on NCCD – National Consistent Collection of Data). In 2022, Jingili had a total of 308, with 39 in the preschool and 269 in the primary school. In the latter half of the year, all grades 3-6 were on the maximum of 27 students. This caused us to go to a managed enrolment plan, only taking on students in our suburb.

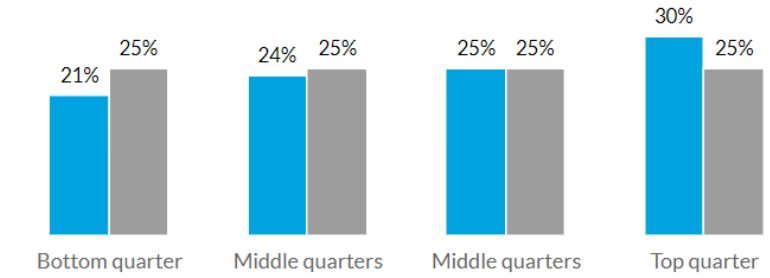
MySchool overview (<https://www.myschool.edu.au/>)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1009
Average ICSEA value	1000
School ICSEA percentile	50

Distribution of Socio-Educational Advantage (SEA)



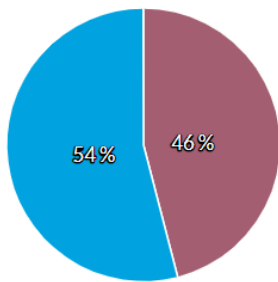
- School distribution
- Australian distribution

Percentages are rounded and may not add to 100

Students

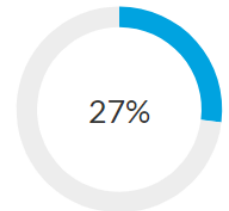
Total enrolments: 274

- Boys 147
- Girls 127



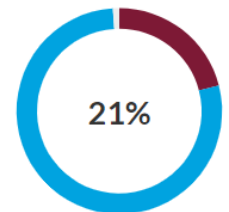
Full-time equivalent enrolments: 274.0

Indigenous students



Language background other than English

- Yes (21%)
- No (78%)
- Not stated (1%)



In 2022, we continued with our engagement strategy, with line of sight to the Regional target of 87% attendance, we attempted several strategies to target students within the 60%-80% attendance range – informing parents, including before school sport support for students, breakfast club, regular homevisits if a child had not attended nor family could be contacted at maximum of 3 days. Each class set aspirational targets and rewarded classes in-house, while as a school, when we reached 84% or above, students received an additional 10 minutes play on a Friday. This strategy was found effective with over half of our families with home visits improving attendance, and overall school attendance lift in Term 4.

Jingili's Engagement Strategy 2022

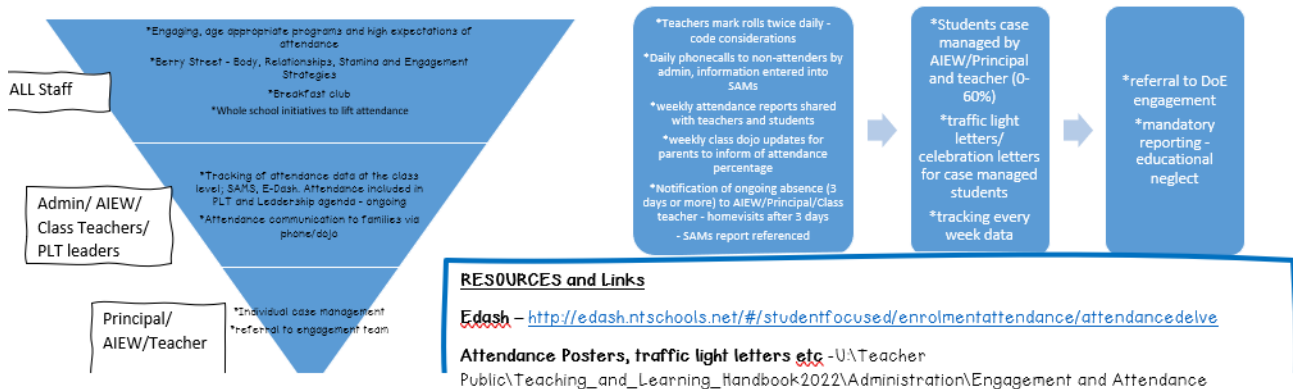


Darwin Regional Plan	Long Term	at least 90%	→ Dec 2024
	Medium Term	at least 87%	→ Dec 2023
	Short Term	increase to at least 2021 rate	→ Dec 2022

Jingili's Aim: to improve overall attendance of children, particularly shifts in attendance bands 20-40%, 40-60%, 60-80%

Priorities:

- Sustain our breakfast club initiative to ensure students are consuming brain food and are ready for learning
- Build staff's collective knowledge, skills and implement practices from Berry Street Education Model to engage students in learning – training in Body, Relationships, Engagement and Stamina domains – placemats document implementation strategies
- Set an aspirational attendance target as a whole school, and with individual classroom teachers for terms with focus 'case managed' children. Teachers to share aspiration attendance with students and monitor throughout the term, managing the sensitivity. AIEW to check in fortnightly with PLT in order to support and set up home visits for a workable time (assembly). Weekly attendance reports shared with staff/students to monitor.
- Share attendance data with our parent community through communication platforms and school council
- Implement an attendance plan (case management) for students within the three 'at risk' bands, including referrals to engagement, home visits with the class teacher and AIEW. Narelle to collate records.
- Strengthen parent communication in regards to absences – contacting the school
- Implement whole school motivational strategies to encourage, support and acknowledge attendance – Each week we increase attendance from benchmark of 85.4 (Term 3 overall) students get 10 minutes extra play. Class dojo updates to share how reaching attendance target.



Our Community

Jingili Community have a very supportive OSHC program with Jingili OSHC. There is an ongoing strong relationship with Jingili OSHC catering for all our families requiring before school and after school care. They continue to only support Jingili students. Expanding in numbers, they are now utilising both the stage area and old canteen area space to support their programs. They have the capacity to supervise up to 90 students. OSHC have been very generous with allowing us to borrow their bus for excursions. This has reduced the cost for parents. An agreement for bus hire has been established between the school council and OSHC.

While Jingili Canteen (TasteBudz) had a successful year in 2021 and agreed to continue the contract in 2022, they broke their contract part way through the year claiming they weren't making a profit and could not sustain the meals. Jingili sourced Wixted, a company who make lunches offsite and deliver them to the school. This has been well received by our parents with orders sustaining ongoing partnership.

YMCA Kindy continue to be at maximum capacity and have been since the beginning of 2021. A strong link between Kindy, preschool and the primary school is maintained with regular twice meetings per

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term. This year saw kindy kids come up to the primary school on Friday to visit the Kitchen Garden. This initiative strengthened the CARES program to see our kids successfully transition through the pathway of care to preschool to primary.

In 2022 we held the following community events:

- Student Led Learning Walks (COVID adjustments) – Term 1
- Harmony Day Celebrations – Term 1
- Working Bee – Term 2
- Mother's Day Breakfast – School Council – Term 2; raised over \$900 towards ICT
- Sports Carnival – Term 2
- Science Expo and Fair – Term 3
- Preschool Open Day – Term 3
- Father's Day Breakfast – School Council – Term 3
- Jingili Jiggle – Term 4
- Quiz Night – School Council – Term 4; raised over \$7800 towards new smart TVs for the classroom and our ICT plan
- CARES information session – Term 4
- Working Bee – Term 4

Principal's Report

In my second year as principal, we were again faced with the implications that COVID bestowed on us, particularly in Term 1 and 2. At the beginning of the school year, Staff were stretched and an additional layer of administration was felt by many. A big thank you to the staff for their flexibility in roles and responsibilities and support of their colleagues at that challenging time. From day 1 our student cases started. From our records, just roughly 30% of our students had COVID before the end of March. I Thank all the parents who adhered to CHO directions - additionally keeping their child at home if unwell and testing for COVID.

Redeployed teachers from the department (corporate) supported some of our classes while multiple teachers were off sick with COVID19. This was greatly appreciated. Due to this redeployment – agencies in the department were not providing their usual support for curriculum, and in addition a restructure of the department impacted the overall momentum of our improvement agenda priorities.

2022 was also an EBA year, where teachers took striking action to fight for better conditions and pay. This had minimal impact on teaching and learning and was managed in-school.

I was fortunate to be involved with making a range of decisions alongside the students, staff and school council in 2022. Some of these decisions and actions have been outlined below.

SLC

- This year, Jingili joined the Student Learning Commission. We had 16 Learning Commissioners 10 of them SRC – voted by peers, 2 representing House and Vice Captains, 4 additional nominators securing a position on SLC to ensure we represented the diversity of our school.
- Teacher Commissioner – Mr Waldron, Principal Commissioner – Mrs Rust
- Students took an inquiry approach, analysing school data and tuning into the survey data of students perceiving behaviour not managed well, and our reading grades. They surveyed students and staff to find out what 'engagement' strategies were missing – finding creativity and choice. 2023 will see the SLC continue with this inquiry and action the work to work towards improvement of engagement.

Specialist Areas of Learning

ICT-2022 was our first year of having a digital technologies specialist. This supported students in early years accessing technologies. Krystal Smith has worked hard on our school scope and sequence to support teachers in ensuring our students build capabilities in this learning area. Through the council, we ordered 30 ipads across early years and support students with additional needs as well as each teacher.

Kitchen Garden -Our program was nominated and shortlisted for Woolworths Junior Landcare award. Jodi and Jodi wrote an article for the Stephanie Alexander Kitchen Garden Association. Jodi Rose received an award for support person of the year – honouring all of her hard work and dedication to our program and students across her many years at Jingili.

Science – celebrated 10th Expo this year. A big thank you to ongoing work of our science grandparents Edna and John Rivas. This celebration saw us trial sponsorships for this events which supported the costs associated with the stalls, relieving pressure from the school budget. This was most successful. Jingili took out the Science award for our Expo, which was an acknowledgement of the hard work of Yvonne Vrodos to promote and profile the strong science curriculum across our school. We had our largest group of CREST

Our students participate in a variety of rich learning experiences outside the classroom, including this year:

- Excursions, with authentic links to learning including Darwin River Dam (year 5/6), Jingili Water Gardens (T/ I-3/4s), Sport Gala Days, swimming programs across the school,
- Incursions to support learning from – sydney seagull: sun safety for EY, Hector the Safety Cat, Sammy D Foundation (I punch kills), RAAF hot air balloon demonstration

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Jingili continues to strongly acknowledge our first nations people and pay respects to the traditional custodians of this land, the Larrakia People. Through inquiry units, teachers ensure authentic links to Aboriginal and Torres Strait Islander Histories and Cultures through literature, experts, and our library of resources such as the Larrakia Calendar. To support the building of Larrakia language, classrooms have been formally named in Larrakia, honouring animals. This will continue every year. We were unsuccessful in applying for an 'Artist in Schools' grant this year in which we wanted to honour this work with a mural. We will be applying again next year.

School Improvement Agenda

Learning

- Strategy teams (linked to our improvement agenda of Inquiry, Berry Street and Reading) represented with teachers across our stages of schooling, supported some heavy lifting in building our understandings to implement strategies/instruction practices and drive our improvement agenda across the school. Strategy teams met twice a term to collaborate and research/work on documents to support implementation.
- Celebrations towards agenda – Year 5 Reading: above National Mean
 - Sustained A/B grades semester 2 in HASS (improvement from 2020/19)
 - FELA improvement in transition students from beginning of year to end

See school priority section for more detail with supporting data of improvements or areas for growth.

Grounds

- 4 Capital Works submissions were put into DoE with council approval
 1. Keeping our school safe: securing our school with gates and fences
 2. Updting Cabinetry – fitting out all classes with workable and modern cabinetry
 3. Preschool Playground Upgrade – financially supporting the preschool concept map that was created in 2022.
 4. Prechool/Kindy shared toilet upgrade
 - We should get confirmation of any that were successful early in 2023.
- UMR – funded the rebuilding of the sandpit area that had been destroyed and vandalised (glass panels smashed). This was a big job with the sand having to come out and be replaced. Unfortunately, the contractor used sand that could not sculpt. This impacted the number of children playing in the area. This year, we emptied the sandpit through working bees and paid a contractor to replace sand.
- Student toilet doors refreshed with paint and design from GenTonic in consultation with students.
- New outdoor tables for Early Chidhood purchased to maximise outside learning and eating space.

Partnerships/Contracts/Agreements

- Jingili OSHC – expanded lease to include the canteen area, increased rent 2022
- Jingili Kindy – working towards a renewed lease that is more commercial to reduce costs directly to the school regarding agreement of maintenance and repair. DoE are working on legal templates to support schools with these agreements.
- Cleaning contract needs to be reviewed and put out to tender in 2023
- CSC affiliation through STARS and Clontarf saw our year 5/6 students partake in female and male oriented buddy programs in semester two. This was very well received by our students and staff.
- Jingili supported preservice teachers and work experience students throughout the year

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- The school of languages had their first award's night which was well attended by Jingili award recipients and their families.
- Di Sullivan applied for sports grants and students in grades 3-6 participated in AFL, golf and basketball.
- Allied Health – supporting our students with additional needs – assessments; play therapy; speech etc.

Jemma Rust

A handwritten signature in black ink, appearing to read 'Jemma Rust', written in a cursive style.

Principal 2022

School Council/Board Report

Schools may choose to include a report from the school council/board chairperson that outlines the council's/board's membership, role, key decisions, events and the achievements of the board.

School Council Board End of Year Report 2022

Early in 2022 saw Jingili Primary School still coping with the impact of the COVID 19 pandemic, restrictions, social distancing, changes to classroom processes and absences across the school, our Principal Jemma Rust, along with Di Sullivan, Hella McNamara, teaching staff and our awesome front office staff ensured all of the Chief Health Officer (CHO) directions were met and any changes or requirements were communicated to our school community effectively.

Fundraising

The quiz night organised in 2022 raised just over \$8000 for our school, paying for two new classroom TV screens. Our Mother's day and Father's day breakfasts also helped raise funds for the school and it was great to see families coming to the school enjoying a breakfast together to start the day. I'd like to thank outgoing School Council member Amanda Hoepper for her strong fundraising leadership with these initiatives, and all those who helped out. These events cannot happen without parental support. In 2023, we are looking to strengthen parent representation with a fundraising committee.

School Council Meetings

This was my first year as school council chair for Jingili Primary school and we held the required 8 meetings, plus our AGM in March. Each meeting, reports from the principal and treasurer were tabled, and agenda items brought to make decisions in the best interest of the school, including professional learning days, partnerships and as things arose.

The school council also completed governance training to provide an understanding of the requirements of operating a school council. This training was delivered by NT COGSO and was completed on 26th July 2022 as part of the monthly meeting.

OSHC

Agreements with the OSHC were extended to include lease of another room late in 2022. With the Canteen being unused Kathy from OSHC approached the school council about them using this space to expand and have an air-conditioned area for the older kids to use. After discussions and a few safety issues rectified the council agreed for OSHC to use this space on a trial basis. Feedback from kids is the extra space has been appreciated and they enjoy being able to complete age appropriate crafts and activities in this space. OSHC and Jingili Primary School established an agreement to hire the OSHC bus for excursions where possible to reduce the costs for parents. This agreement has worked well last year, and we will look to extend it in 2023.

Preschool works

The concept map was completed by Serrata Landscapes of the preschool playground and proposed improvements and upgrades were suggested. Further fundraising is needed to occur for the works to be commenced which will be on the agenda for the school council this year.

YMCA

YMCA Kindy, who lease our space near the preschool for all day care have advised their numbers have increased to capacity and maintained their numbers throughout the year. Their contract was up for review, however with the department working on leasing agreements to support school councils, we extended the existing agreement till they were ready to be used in 2023. Council are wanting to look more into a commercial style lease, with responsibilities of repairs and maintenance reviewed. School Council have had preliminary discussions and annotated the current agreement for future considerations. In addition, with the rising costs and CPI to increase the rent. Maintenance of the kindy included internal painting of the baby's area. Quotes for painting of the daycare were obtained and approved and works completed. A review of the toilet facilities shared by the Kindergarten and Preschool staff was done and a submission for capital works was completed by principal Jemma Rust and supported by the council. The outcome should be determined in 2023. The CARES partnership between kindy, preschool has continued to be strong through the facilitation of the memorandum of understanding, a big thanks to Deneil Sachs for leading this work.

Canteen

Jingili Canteen saw a business change to Wixtd Catering after TasteBudz advised they were no longer going to operate the canteen due to declining profit margins. Wixtd Catering will continue in 2023 and we welcome them to the school.

We welcomed our new maintenance and Caretaker Mr Stewie to our school community and pleased that he will be continuing on in this role for 2023 as a permanent officer.

As a result of fundraising and some allocated funds this year we saw upgrades to ICT equipment for some classrooms, smartboards, upgrades to playground equipment with some planned additions to the Rainforest play area for 2023.

Finance Systems

The school's previous financial processes which was undertaken through MYOB software systems has now been replaced with ciAnywhere systems. This process took staff some time to navigate and familiarise themselves with the new system, but we have now reached the other side. We now have accountability and transparency in our finances.

Grants

The school applied for a Harmony Day grant and was successful in its application. Gen tonic was the artist who painted the toilet doors and panelling of the lower walls of the classrooms. Input from the students were considered in accordance with the harmony day theme for design of the murals.

The school has also applied for capital works grants which we are still waiting to hear a response for. This was for improvements and upgrades around the school.

The school applied for and received a sporting grant which was used to purchase sporting equipment for the school.

As a result of a Landcare grant received by the school, this allowed us to purchase plants to screen the rainforest area from the school. A working bee was held where parents and students assisted in the planting of these plants. A big thank you for their time in this project.

Kitchen Garden Program

A big thank you to the volunteers who made the Stephanie Alexander Kitchen Garden Program a continuing success.

Thank you from the School Council Chair

I would like to thank Mrs Rust, Ms Sullivan, leadership team, and all the teachers and support staff for making last year an enjoyable, memorable, and an educational experience for me.

I would also like to thank the council members that volunteer their time during the year. All these people and parents make Jingili Primary School a fantastic educational institution and the Jingili community should be proud that such a great asset exists within its area.

During my time as the school chair, it has been a great privilege to work with the school community improving the school and contributing and fostering an educational environment that the students can thrive and achieve in. However, I will still be supporting the school chair in my capacity as a proud parent and look forward to assisting the school in its future endeavours.



Emma Wooler
Jingili Primary School Council Chair

School Priority 2022

Jingili’s ASIP on a page, connects our goals, signature strategies and actions for our community. It is co-constructed with staff and is on our website, communicated with our parents and visible around our school.


Jingili Primary School

Annual School Improvement Plan 2022

Continuous Improvement at Jingili Primary School is an evidenced based inquiry process. Planning for improvement is a process in which effort and resources are directed towards achieving specific evidence-informed outcomes.

Design principles

- A sharp and narrow focus on actions that make a difference
- Actions are research informed and evidence based
- The school improvement agenda is everyone’s business and we do whatever it takes to achieve our goals
- The Jingili community, staff, families and the system have a shared understanding of our direction



2022 GOALS

- Increase student achievement and growth in HASS and Reading through strengthening instruction and assessment.
- Improve wellbeing of students and staff through implementation of trauma informed positive education (Berry Street Education Model).
- Align meaningful maths scope and sequence with the new Australian Curriculum, prioritising maths proficiencies.
- Improve Reporting to Parents.

Signature Strategy	Agreed Actions
22 Whole School Curriculum and Assessment Plan	*Across the year, work towards documenting planned integration of reading, <i>writing</i> and listening and speaking big Ideas into existing HASS scope and sequence *Staff will engage in professional development and action learning in: ‘inquiry’ instructional model, Berry Street, literacy progressions, reading strategies and effective feedback
All Teachers to Learn	*Develop a Jingili maths scope to sequence learning, profiling maths proficiencies and aligning our whole school approach: meaningful maths with the new Australia Curriculum *Inquire into our whole school assessments used to track student progress and achievement
22 Maths Annual Subcurriculum Plan	*Review reports and the current processes to report *Launch revised learning dispositions of creativity, curiosity, courage, <i>compassion</i> and collaboration. *Share BSEM with Jingili Community

Evident changes will be:

- Students will have learning goals for HASS, Maths, English and Wellbeing
- Assessment task design will accurately measure the skills and understandings being taught
- Formative assessment and feedback are prioritised to improve students learning in the inquiry cycle
- Students will make deeper connections with their learning – evidenced in their understandings, skills and learning dispositions through authentic integration of key learning areas
- Jingili’s reading approach is sequenced and planned with the big Ideas integrated with HASS
- Quality literature is being mapped and used through integrated inquiry units
- Teachers are using a sanctioned meaningful maths curriculum scope matrix to inform planning
- Teachers are able to flexibly embed the phases of the inquiry instructional model
- Teachers have a shared understanding of reading progressions, benchmarks and targets that are used to track progress and inform next learning steps
- Reduction in reporting processes, maximising learning time and capabilities to communicate student progress and achievement. Reports that profile general capabilities, understandings and skills linked with whole school curriculum maps
- Jingili community have a shared understanding of our learning dispositions
- BSEM strategies and language are used across the school by the Jingili Community

‘Putting the Child

Identified signature strategies for 2022 school year

Signature Strategy: AI – Readiness to Learn



NSIT PRIMARY DOMAIN

Domain 8: Effective pedagogical practices;
Domain 9: School-community partnerships.

A1

A Culture that Promotes Learning Readiness to Learn

A high priority on building a positive school culture with evidence based strategies in place to nurture student efficacy and to support their overall wellbeing.

Domain 1: The school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes, and has clearly articulated strategies for improving levels of student achievement and wellbeing.

Domain 2: The school has identified and can demonstrate that it is using tests and other assessment tools to monitor ...levels of student resilience, wellbeing, and social and emotional development.

Domain 3: The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully;

Domain 3: The school views parents and families as integral members of the school community and partners in student learning;

Domain 3: The school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs;

Domain 3: The school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff.

Domain 8: School leaders promote as an evidence based teaching strategy, working to build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success

WHAT IS IT?

This strategy acknowledges the foundational work that enables a school to focus on teaching and learning, such as creating an orderly learning environment (E2).

In 'readiness to learn', schools continue to actively 'promote and maintain an environment reflective of its high expectations that all students will learn successfully' (NSIT, p.6). Students feel connected, safe, (beyond physical safety) encouraged and valued. Caring and respectful relationships are nurtured and maintained. There is a deep commitment to promoting and supporting the wellbeing of every student underpinned by a shared understanding that positive student wellbeing, supports engagement in and successful learning.

The whole school community has an important role to play in building a culture which supports students' self-efficacy in learning, and their overall wellbeing. Expectations for a safe and supportive learning environment, including strategies to encourage wellbeing and a growth mindset for learning, are clearly articulated, enacted and communicated.

THIS STRATEGY IS DEMONSTRATED WHEN:

- Leaders collaboratively develop and implement a whole school evidence-based approach to promoting respectful relationships and interactions, wellbeing, and engagement in learning.
- There is shared responsibility for cultivating a school culture where all members feel valued, safe, connected and encouraged.

- Staff feel well equipped to support students' wellbeing and self-efficacy
- There are collaborative relationships with family to create a shared understanding of how school and home can work together to support student wellbeing.
- The school has forged strong partnerships with community organisations and relevant agencies to plan targeted support for all students and their families, particularly for those most vulnerable and/or hard to reach

THIS STRATEGY IS DEMONSTRATED WHEN THE STUDENTS:

- Students express they feel safe, connected and encouraged
- Students can describe and enact strategies that support their wellbeing
- Students hold a belief that they can achieve their desired goals for learning
- Students know who to go to for support when they need it

THIS STRATEGY IS NOT DEMONSTRATED WHEN:

- Wellbeing including a positive mindset to learning is seen as the responsibility of one leader or staff member (or of individual students or teachers);
- When staff are asked to teach wellbeing in the absence of professional learning; and
- The school has good policies in place, but they aren't well understood or implemented.



< What is the national evidence which informs this strategy?
What are the resources that support this strategy? >



- **What were the school's goals for this identified signature strategy in 2022?**
 - Implement trauma informed practices across the school to improve engagement, relationships, regulation and attendance
- **What actions did the school undertake to achieve these goals?**
 - All current teachers trained in BSEM: participation in Character and Engagement and Stamina PD this year with commitments to action in classrooms and times to reflect in staff meetings
 - Consistent use of language throughout classrooms evidenced in walkthroughs
 - Draft of wellbeing and inclusion policy
 - Co-constructed placemats for teachers centred around Character and Engagement and Stamina domains
 - Zones of Regulation implemented in every class, including preschool
 - Response to behaviours revised and sent to all parents/ shared with students in setting class expectations and referred to
 - SLC used inquiry process through the Learning Commission to identify Engagement – choice and creativity focuses for 2023.

- **How is the work making a difference**

- Students are using the language of BSEM – being ready to learn/ Zones
- Teachers are using the framework to target explicit teaching across the domains within their programs.

**JINGILI'S
BERRY STREET EDUCATION MODEL**



FIVE DOMAINS

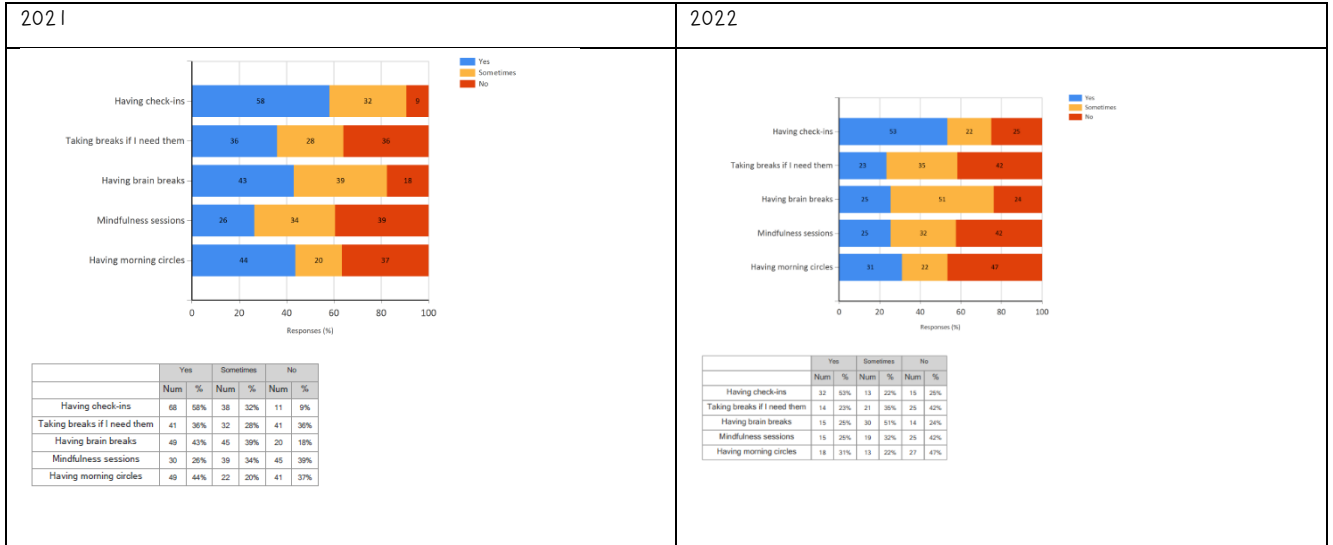
Body	Relationship	Stamina	Engagement	Character
<ul style="list-style-type: none"> • De-Escalation • Present Centred and Ready to Learn • Mindfulness • Self-Regulation 	<ul style="list-style-type: none"> • Unconditional Positive Regard • Redefining Power • Empathy and Zen Mind • Golden Statements • Process vs Person Praise • Active Constructive Responding • Whole School Relationships • Teacher Self-Care 	<ul style="list-style-type: none"> • Growth mindset • Emotional Intelligence • Resilience • Stamina for Independent learning 	<ul style="list-style-type: none"> • Flow • Willingness • Positive Emotions • Positive Movement and Rhythm • Play, Humor, Fun • Physical Theatre and Clowning Around • Cultivating Wonder 	<ul style="list-style-type: none"> • Values • Character Strengths • Community Strengths • Hope • Gratitude

Annual Performance Report to the School Community 2022

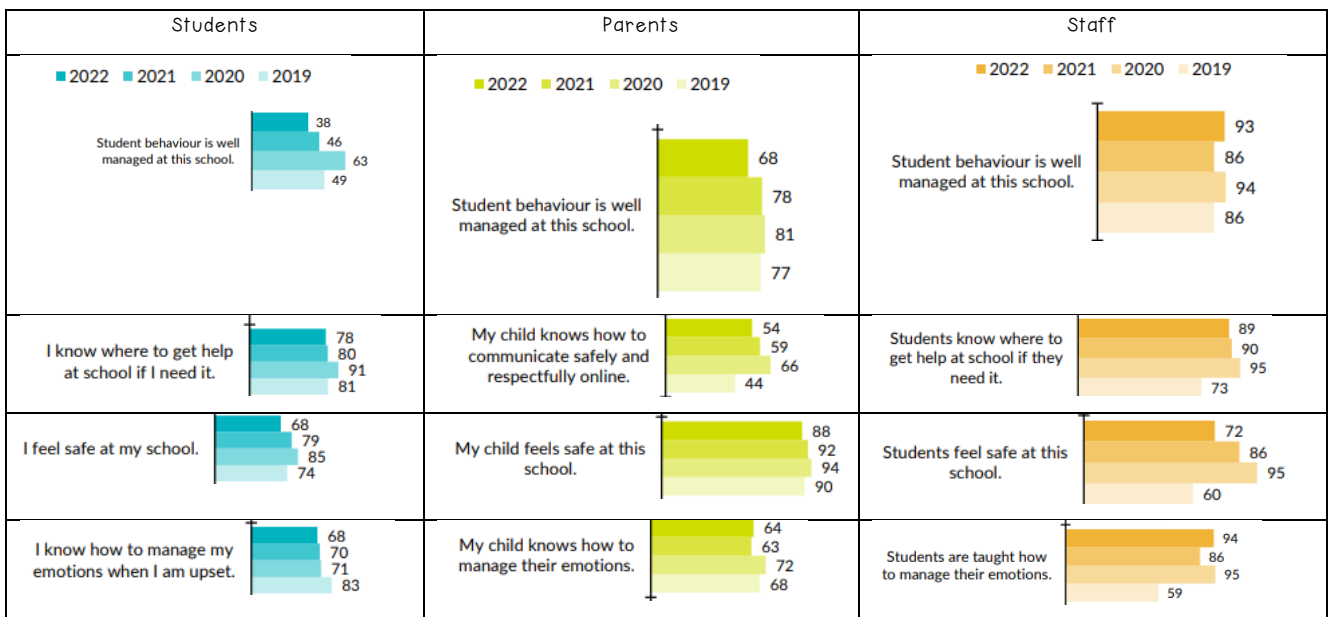
- Our School Survey did not reflect the change we were hoping for in the student responses. This was further unpacked with students to uncover how we could support them feeling safe and tighten processes of communication so they knew behaviour was being managed.

HEADLINE MEASURE – survey

Unfortunately we did not see an increase in the strategies being used in the classroom from the student perspective from 2021-2022, however the teachers felt this was being implemented. Data will be shared with the next cohort of year 5/6s to determine what actions may need to take place to connect students with the language of these strategies.



Unfortunately, student and parent perception on behaviours being well managed decreased, while the staff perception increased in 2022. This reflects the urgency to update and communicate our wellbeing and inclusion documentation to students and parents to help strengthen the communications of actions taking place to manage behaviours. This will be an area of continued work in 2023.




Signature Strategy: E5 – Whole School Instructional Model

E5 Effective Pedagogical Practises

A Whole-school Instructional Model

A whole-school Instructional Model is an articulation of a school's preferred evidence-informed teaching practices.



NSIT DOMAIN CHARACTERISTICS

- Domain 8:** The school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school
- Domain 8:** School leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies
- Domain 8:** School leaders actively promote a range of evidence-based teaching strategies, including: questioning and checking that learning is occurring; promoting deep learning emphasising underlying principles, concepts and big ideas that are developed over time.

What is it?

A whole school instructional model is a documented articulation of preferred evidence-informed instructional practices that are expected in all classrooms. Most commonly, it is framed as an agreed approach to the structure of a lesson or a learning sequence. More broadly, it can be expanded to include the school's vision for teaching and learning and the articulation of the kinds of evidence-informed, effective pedagogical practices expected across the school. The nature of the model is context-specific and should reflect the school's unique characteristics and student needs. It is often presented as a visual guide for teaching and learning.

An instructional model stimulates discussions about teaching practices and builds a common language about teaching and learning. It provides a framework in which teachers can share and enrich their practice. It also places students at the centre of teaching and learning and supports teachers in designing engaging and challenging learning experiences.

How effective is it?

Research highlights the importance of school-wide consistency in expectations for evidence-based teaching practices. (Cole, 2012; Macklin & Zbar, 2017; Masters, 2011). 'Developing and implementing a whole-school instructional model can provide a key means of improving planning and thereby building teacher capacity and driving better teaching through the school' (Macklin & Zbar, 2017, p.85).

Instructional models, when implemented with fidelity, stimulate discussions about effective teaching practices. They can help schools to build a culture of continuous professional improvement in practice, lead to the more consistent use of high quality teaching practices, which in turn can improve student engagement and achievement.

This strategy is demonstrated when:

- the instructional model is linked to the school's vision, shared values and beliefs and students' identified needs
- there is a shared language about teacher practice and evidence of the use of agreed practices across the school
- teachers and leaders demonstrate a shared understanding of how to structure and facilitate highly effective teaching and learning
- teachers and leaders use and refine the instructional model as a focus for professional learning, enhancing their skills in the use of a range of highly effective teaching strategies.

This strategy is not demonstrated when:

- students' classroom experiences of quality instruction are highly variable
- teaching models are prescriptive, inflexible, stifle creativity or are not evidence-informed.

This strategy is demonstrated when the students:

- can recognise and describe the strategies that their teachers use consistently to support them to learn (for example, learning intentions, timely feedback etc).

What were the school's goals for this identified signature strategy in 2022?

- Source more effective reading assessment to assess student reading and identify students at risk
- Strengthen the instructional model of Inquiry through building teacher knowledge and understanding of the pedagogy

What actions did the school undertake to achieve these goals?

- Professional Learning with Kath Murdoch: Practices of Inquiry, The Inquiry Cycle, Planning for the Inquiry Cycle
- Purchased decodable readers to support class programs in phonemic awareness and phonics instruction
- Investigated program targeted at building word recognition skills of sight recognition, decoding and phonological awareness in strategy team - deciding on Read Write Inc
- Visiting schools who have implemented Read Write Inc to look at how it is organised and the difference it is making
- Subscription – Reading Eggs across the school to support digital reading of texts and progression

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What is the national evidence which informs this strategy? 

What are the resources that support this strategy? 

How is the work making a difference

- Common language of cycle of inquiry to be used across the school
- Teachers teaching and assessing HASS skills and understandings through this Pedagogical approach – evident in year 5/6 increase in A-E
- Teachers beginning to focus on bridging skills of reading – building fluency into Program.
- Response to intervention targeted support students needed to accelerate growth in reading progressions from word decoding skills to language comprehension skills

Signature Strategy I: E3 – Curriculum and Assessment Map

E3 Systemic Curriculum Delivery Whole School Curriculum and Assessment Plan

The school has an explicit, coherent, sequenced plan for curriculum implementation across the years of school which makes clear what (and when) teachers should teach and students should learn, and how it should be assessed and reported

Domain 6: The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and student should learn

Domain 6: Staff of the school are familiar with and work within the school's shared curriculum expectations

Domain 6: The school places ad priority on making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge, and skills

Domain 6: Assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning (e.g. gaps in knowledge and understanding), and to monitor learning progress across the years of school.



What is it?
A whole school curriculum and assessment plan determines the scope and sequence of the knowledge, competencies, skills, capabilities, and attributes to be taught/developed and how and when students are assessed.

A whole school approach to curriculum implementation ensures that the school community has a shared vision and understanding of agreed processes and practices for planning and review. Having a whole school plan is essential in ensuring students have access to a guaranteed and viable curriculum which supports them to realise their potential (Marzano, 2003).

Curriculum planning and assessment recognises that schools are working with a curriculum that is designed as a continuum of learning and that students can be anywhere along this continuum. This ensures that learning is scaffolded to build on students' prior learning, ensuring that there is continuity and progression across the years of school.

Assessment must relate directly to what students have had an opportunity to learn taking into account starting points for learning, which in turn informs what is reported to students, parents/carers.

The plan should draw on the Australian Curriculum, or other approved curriculum, with reference to evidence-based teaching practices. To ensure local relevance, development of the plan should involve a range of stakeholders, including students, families and community members. The plan should be regularly monitored to ensure consistent and coherent implementation, and to evaluate the impact of curriculum implementation on student outcomes.

How effective is it?
A quality whole of school curriculum plan implemented as intended provides the opportunity for students to learn/develop the required knowledge, skills, competencies, skills and attributes. It also supports teachers in balancing the requirements to address all learning areas and ensure continuity of learning across the years.

This strategy is demonstrated when:

- Leaders play an active role in curriculum implementation to ensure alignment to the school/system's values and policies
- Leaders work collaboratively with staff in the development and implementation of a whole-school curriculum and assessment plan to ensure continuity of learning across year/multi-age levels
- Leaders provides opportunities for professional learning to enhance staff skills in curriculum planning
- There is a shared understanding of the curricular standards and success criteria
- Scope and sequences build on prior learning and demonstrates a clear progression across years of schooling (P-10)
- School leaders ensures the plan has a focus on the development of cross-curricular priorities and general capabilities
- Teachers collaborate in curricular planning, assessment and review
- Teachers implement the curriculum flexibly, responding to the needs of their students
- Learning is accessible, engaging and challenging for all students;
- Teachers can speak with confidence and consistency about what they teach, when and why
- There is an alignment between curriculum, assessment and reporting
- All stakeholders are aware of and understand the whole of school plan and how they should be involved.

¹ Marzano, R. (2003). What works in schools: translating research into action, Virginia: Association for Supervision and Curriculum Development.

- **What were the school's goals for this identified signature strategy in 2022?**
 - Continue implementation and working of curriculum map, linking literature and expanding on understandings and skills linked to HASS to inform assessment.
 - Increase students progressing and achieving at or above 'C' grade in A-E grades in HASS
 - Use more formative assessment through Inquiry - HASS
 - Audit Meaningful Maths practices across school
 - Draft Maths Scope and Sequence aligning to revised curriculum
 - Identify reading assessment that assesses skills of the reading rope and implement
- **What actions did the school undertake to achieve these goals?**
 - Professional learning centred around formative assessment practices
 - Staff collaboration on shared understanding of A-E grades – ensuring opportunities for As and Bs
 - Sharing of assessments across teaching teams
 - PD regarding assessments to effectively assess reading, make decision collaboratively – Acadience Assessment
 - Surveyed parents and consulted with staff regarding reports and how they could reflect more the skills and integrated learning
 - Modified reports in Semester Two – dot points of achievement in English and Maths
 - Implemented Reading Eggs as an online text reading element to reading program – access from school and home across the grades

• **How is the work making a difference**

HASS

- Teachers have increased their understandings of A-E judgements and this is reflective in their assessment tasks and pieces focusing on understandings, skills and learning assets, particularly in the upper grades.
- Literature was mapped alongside the HASS Scope and Sequence to spotlight integration for literacy links
- Again this year, teachers commented that the alignment with HASS and the Science maps, meant students were learning deeply – having already learnt about the science skills and understandings with Ms Vrodos, class learning built on this learning and allowed for more depth and breadth for the inquiry in HASS. This is a pleasing reflection. With all teachers working together, this document will continue to be implemented in 2023, and built on through literacy and numeracy integrated concepts.
- Some teachers are incorporating opportunities for enrichment to ensure students can achieve an A/B as evidenced in programming conversations and assessment confirming. This needs to be a continued focus.

A-E grades in **HASS** – distribution demonstrates. Improved percentage of students achieving As. Focus continues to be shifting the 'D and C' distribution. Continued inquiry into assessment of learning and instruction to make this difference.

%	2022 S2	2021 S2	2020 S2	2019 S2	2018 S2
A	12	7	8	2	2
B	22	30	19	29	27
C	55	51	57	62	64
D	11	12	14	2	7

Annual Performance Report to the School Community 2022

MATHS

- Scope and Sequence reflects the revised Australian Curriculum to implement in 2023
- Have foci of practices from audit to inform focuses through coaching in 2023

READING

- Acadience assessment used across the school to screen reading skills – all teachers upskilled
- As a school, we are beginning to use Acadience to inform our response to intervention (small group support) in a more targeted way. We will be using a school data base to support tracking of students in 2023.
- Shifts in A-E reflective of growth in reading capabilities.
- Lift in results –exceeded national mean in year 5 cohort – all student reaching at or above benchmark
- Growth in FELA data
- Noticeable improvement reading responses in years 5/6 through Reading Eggs

Student Enrolment, Attendance and Learning

	2021				2022			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	8	66.9%	44	87.4%	5	58.4%	39	87.3%
Transition	11	81.7%	38	88.3%	8	73.6%	42	85.6%
Year 1	8	68.3%	44	88.7%	13	79.2%	37	85.5%
Year 2	14	86.9%	41	91.2%	8	65.0%	45	87.5%
Year 3	10	92.2%	35	93.4%	14	82.9%	42	87.3%
Year 4	7	84.1%	38	93.2%	10	90.7%	36	90.0%
Year 5	10	77.5%	30	90.0%	8	79.6%	39	87.8%
Year 6	5	70.9%	34	88.1%	12	68.1%	31	82.5%
Jingili Primary School	73	80.7%	303	90.2%	78	76.8%	310	86.7%

		Term 1										Term	
		1	2	3	4	5	6	7	8	9	10	Avg	
2023	Enrolments	293	292	292									293
	Attendance	91%	89%	87%									89%
2022	Enrolments	311	310	312	313	312	312	311	310	310	310		311
	Attendance	90%	89%	89%	87%	87%	91%	88%	90%	89%	84%		88%
2021	Enrolments	307	305	305	306	306	306	306	306	304	304		306
	Attendance	93%	91%	90%	91%	89%	92%	92%	91%	89%	84%		90%
2020	Enrolments	308	310	313	313	313	310	306	303	302	302		308
	Attendance	90%	89%	91%	90%	88%	86%	90%	87%	68%	38%		82%
2019	Enrolments	324	324	325	324	323	319	319	317	318	318		321
	Attendance	96%	95%	93%	91%	93%	92%	93%	90%	91%	90%		92%

		Term 2										Term	
		1	2	3	4	5	6	7	8	9	10	Avg	
2022	Enrolments	310	309	309	308	307	307	310	310	309	309		309
	Attendance	87%	89%	88%	87%	86%	84%	84%	84%	90%	87%		86%
2021	Enrolments	304	301	300	301	303	302	303	304	303	299		302
	Attendance	88%	90%	91%	91%	89%	90%	88%	91%	88%	88%		89%
2020	Enrolments	302	302	305	301	303	303	308	311	310	310		305
	Attendance	90%	93%	94%	93%	93%	92%	93%	90%	92%	89%		92%
2019	Enrolments	319	319	319	317	315	315	314	314	314	314		316
	Attendance	79%	90%	90%	89%	89%	90%	87%	88%	87%	82%		87%

		Term 3										Term	
		1	2	3	4	5	6	7	8	9	10	Avg	
2022	Enrolments	311	313	314	314	313	311	308	307	309	310		311
	Attendance	87%	87%	85%	89%	81%	88%	78%	89%	88%	84%		85%
2021	Enrolments	300	300	300	301	304	304	303	303	303	303		302
	Attendance	89%	91%	90%	90%	98%	90%	91%	91%	92%	88%		91%
2020	Enrolments	312	312	311	311	312	314	314	314	315	317		313
	Attendance	87%	91%	90%	90%	91%	89%	91%	90%	93%	89%		90%
2019	Enrolments	316	317	314	313	313	313	313	314	316	316		314
	Attendance	85%	87%	88%	90%	90%	88%	90%	90%	90%	91%		89%

Annual Performance Report to the School Community 2022

		Term 4										Term
		1	2	3	4	5	6	7	8	9	10	Avg
2022	Enrolments	310	311	313	310	308	308	307	306	306	306	308
	Attendance	88%	85%	90%	90%	87%	82%	88%	86%	85%	84%	86%
2021	Enrolments	302	304	304	304	304	304	303	303	302	300	303
	Attendance	92%	92%	91%	87%	86%	88%	89%	87%	90%	87%	89%
2020	Enrolments	316	317	319	318	316	316	315	315	315	315	316
	Attendance	89%	92%	91%	91%	92%	91%	91%	92%	91%	85%	91%
2019	Enrolments	316	317	315	315	314	316	316	314	314		315
	Attendance	89%	90%	92%	89%	90%	91%	90%	90%	85%		90%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2022

2022		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	3	8	7	18	28	74
	Writing	3	8	3	8	33	85
	Spelling	9	23	8	21	22	56
	Grammar	6	15	6	15	27	69
	Numeracy	4	11	7	18	27	71
Year 5	Reading	1	3			37	97
	Writing	1	3	9	24	28	74
	Spelling	2	5	5	13	31	82
	Grammar	2	5	6	16	30	79
	Numeracy	2	5	4	11	32	84

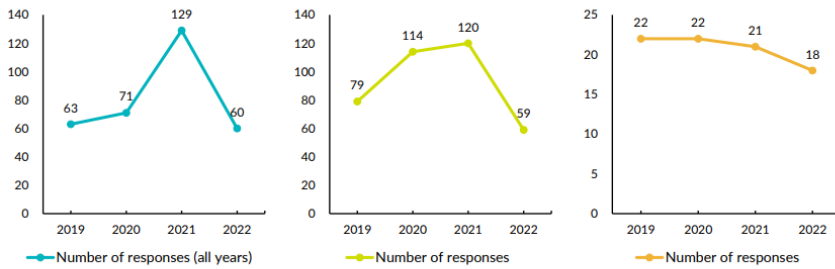
2022		Average Scale Score	
		School	NT
Year 3	Reading	390	371
	Writing	384	357
	Spelling	350	336
	Grammar	367	360
	Numeracy	361	341
Year 5	Reading	529	445
	Writing	490	413
	Spelling	500	438
	Grammar	493	436
	Numeracy	477	433

2022		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	38	95%	35	92%
	Writing	39	98%	36	92%
	Spelling	39	98%	30	77%
	Grammar	39	98%	33	85%
	Numeracy	38	95%	34	89%
Year 5	Reading	38	97%	37	97%
	Writing	38	97%	37	97%
	Spelling	38	97%	36	95%
	Grammar	38	97%	36	95%
	Numeracy	38	97%	36	95%

School Survey Results

In 2022, we did not have as high participation rate as in previous years for our parent survey which may have impacted our overall results. Our student voice only captured year 5/6 students, following regional directions, and this was followed up with further surveys and consultation with these students to address initial safety and engagement concerns identified in the initial survey. The survey results were discussed in full as a staff and school council, particularly the changes from the previous year and the strengths and areas for growth. Our full survey summary results can be accessed for our community from our website. This year saw the triangulation of trends within themes where possible to support that interrogation of the perception data.

Students				Parents			Staff		
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate
2022	60	52	72%	2022	59		2022	18	49%
2021	129	60	94%	2021	120		2021	21	58%
2020	71	55	75%	2020	114		2020	22	61%
2019	63	17	22%	2019	79		2019	22	61%



2022 Responses	Students							Staff		
	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Student	60	12	46	0	59	0	0	-	-	-
Parents	59	7	52	41	18	0	0	-	-	-
Staff	18	1	16	4	4	0	0	9	5	3

*breakdowns may not add up to the overall total as they do not include 'N/A or nil responses'

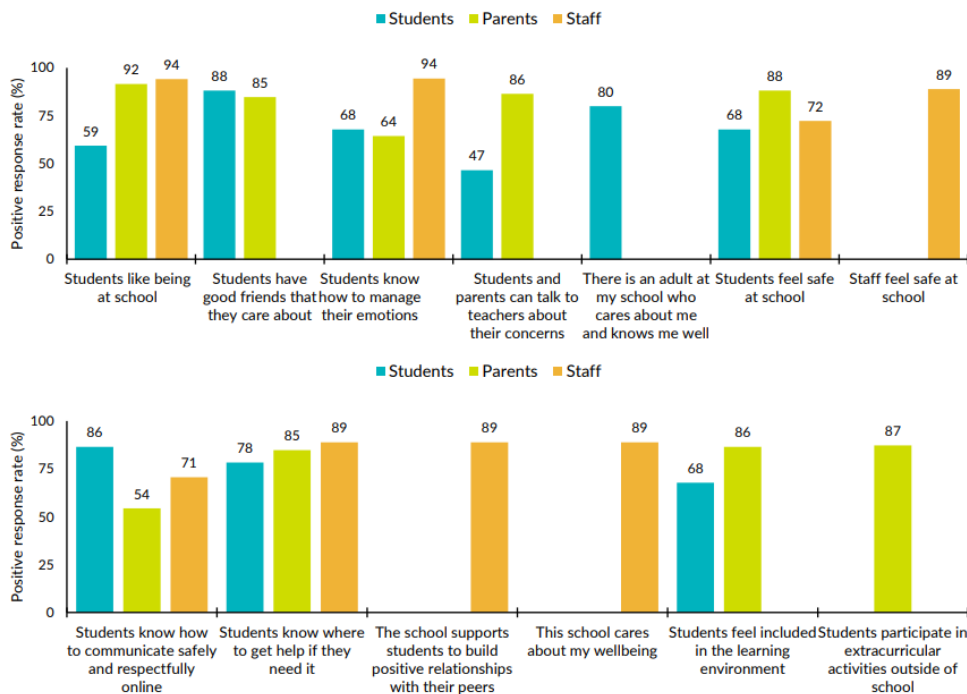
Most positive and least positive responses

Student			
Most Positive items for 2022		Least Positive items for 2022	
My teachers expect me to do my best.	97%	My school takes students' opinions seriously.	49%
I have good friends that I care about.	88%	I can talk to my teachers about my concerns.	47%
I know how to communicate safely and respectfully when I am online.	86%	Student behaviour is well managed at this school.	38%
Parent/carer			
Most Positive items for 2022		Least Positive items for 2022	
This school is well maintained.	95%	My child knows how to manage their emotions.	64%
Teachers at this school expect my child to do his or her best.	93%	I have opportunities to have a say in the direction of the school and its education programs.	63%
My child likes being at this school.	92%	My child knows how to communicate safely and respectfully online.	54%
Staff			
Most Positive items for 2022		Least Positive items for 2022	
Teachers at this school expect students to do their best.	100%	Students are taught how to communicate safely and respectfully online.	71%
Students are taught how to manage their emotions.	94%	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	69%
Teachers at my school motivate students to learn.	94%	The department supports our school to achieve its priorities.	53%

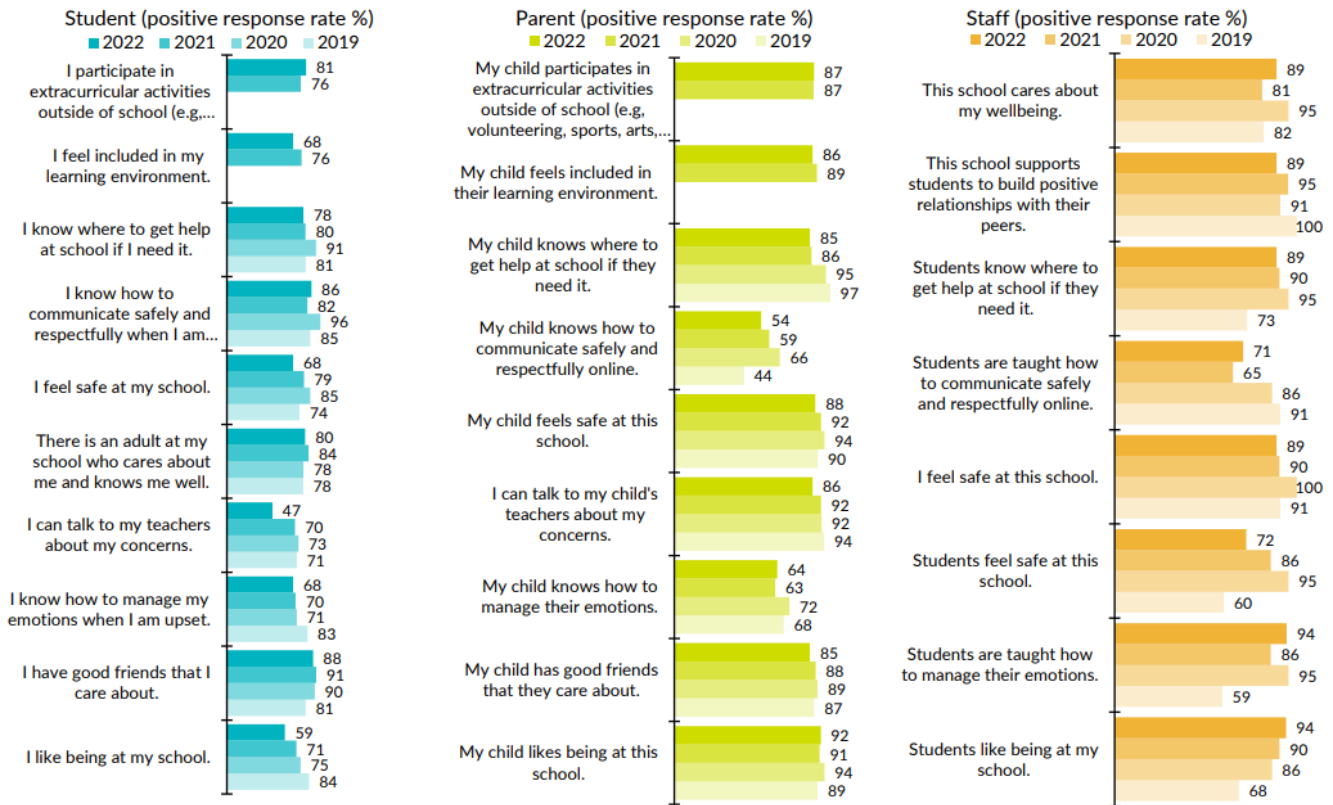
Change from previous year (2022 v 2021)

Highest ranking items	% point change	2022 vs 2021	Lowest ranking items	% point change	2022 vs 2021
Student					
There are opportunities for me to be a leader at my school (e.g. in sports, as a house captain as a leader of a buddy class).	+6%	83% 77%	My teacher understands how I learn.	-15%	60% 75%
I participate in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	+5%	81% 76%	I can talk to my teachers about my concerns.	-23%	47% 70%
I felt ready to start Primary/Middle/Senior School.	+5%	75% 70%	My school is well maintained.	-24%	50% 74%
Parent/carer					
I know how to support my child's learning and development.	+3%	73% 70%	This school takes students' opinions seriously.	-9%	67% 77%
My school shares data to inform me about my child's learning in a way that I can understand.	+3%	69% 67%	I have opportunities to have a say in the direction of the school and its education programs.	-10%	63% 73%
Teachers at this school expect my child to do his or her best.	+2%	93% 92%	Student behaviour is well managed at this school.	-11%	68% 78%
Staff					
I regularly undertake collaborative activities with my peers.	+19%	94% 75%	I would recommend this school to others to enrol their children.	-7%	83% 90%
School's leadership understands how to build expertise in this school.	+16%	82% 67%	My school is well maintained.	-7%	83% 90%
My school provides me with opportunities to develop my leadership capacity.	+13%	76% 63%	Students feel safe at this school.	-13%	72% 86%

Theme: Wellbeing - Triangulation



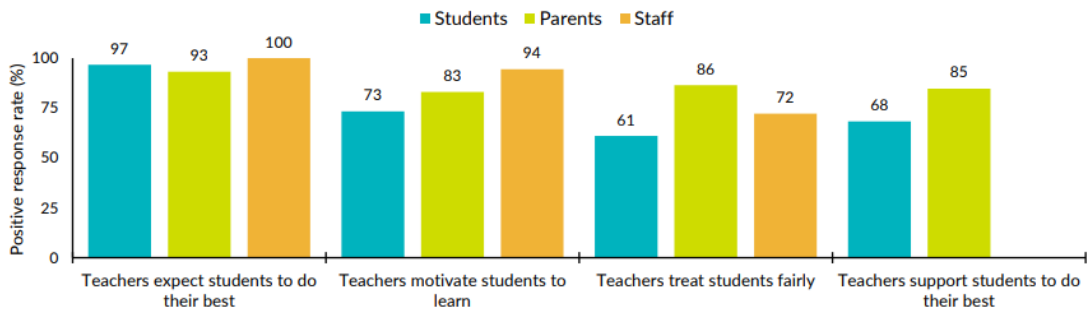
Theme: Wellbeing - Trends (4 years)



Theme: Teacher-Student Relationships - Triangulation

TEACHER-STUDENT RELATIONSHIPS

A student's relationship with their teachers has a significant impact on how well they learn, their engagement in schooling, their academic outcomes and their behaviour at school.



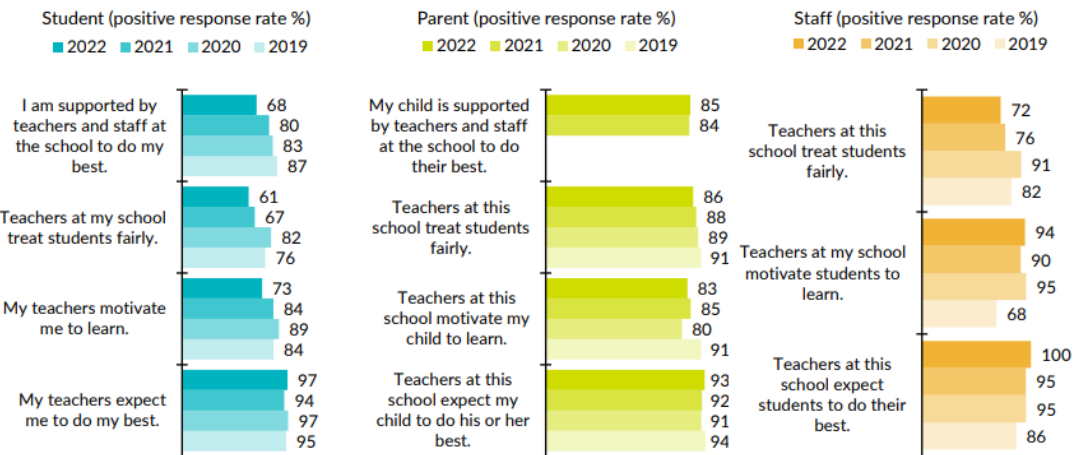
What does our data tell us?

Where is there strong alignment?

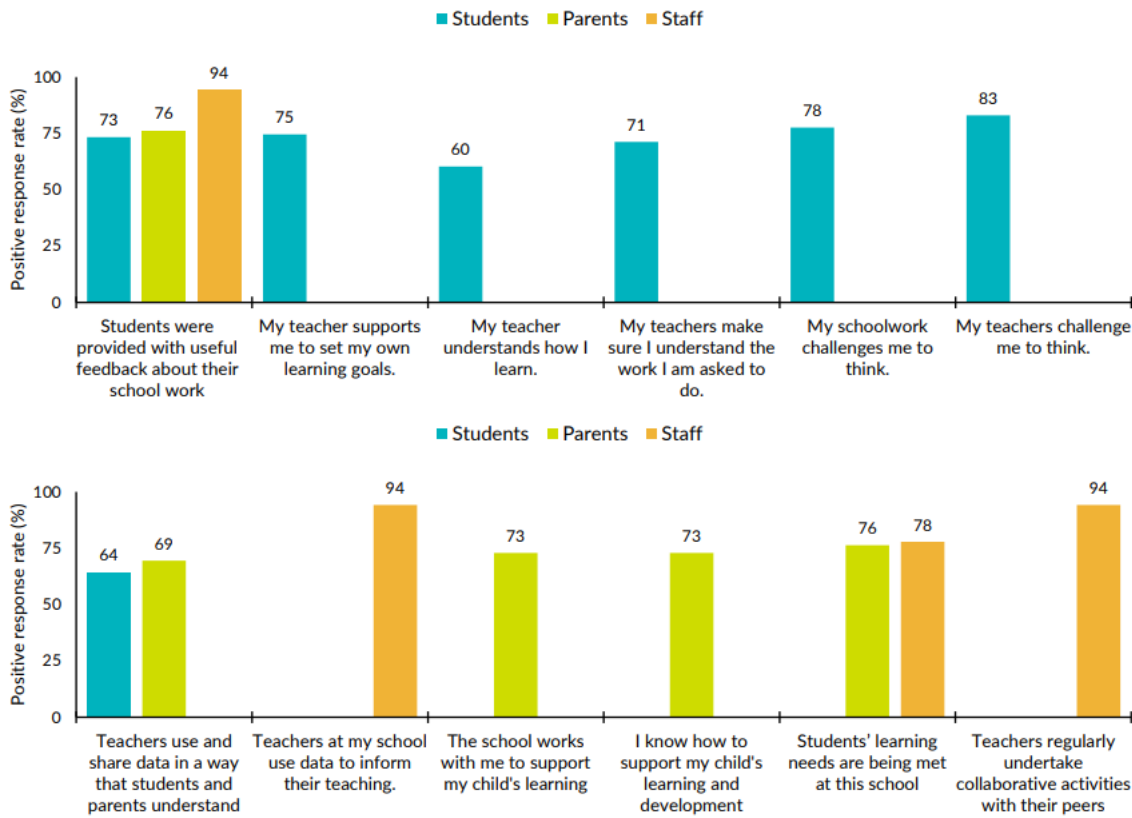
Where do perceptions differ the most?

What trends do we see?

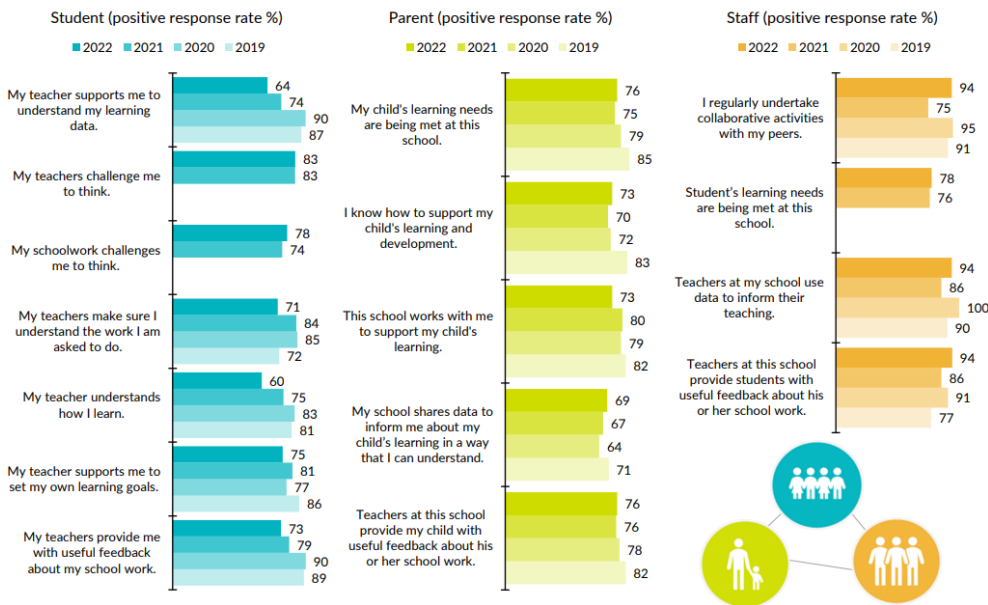
How can we explore further with our school community?



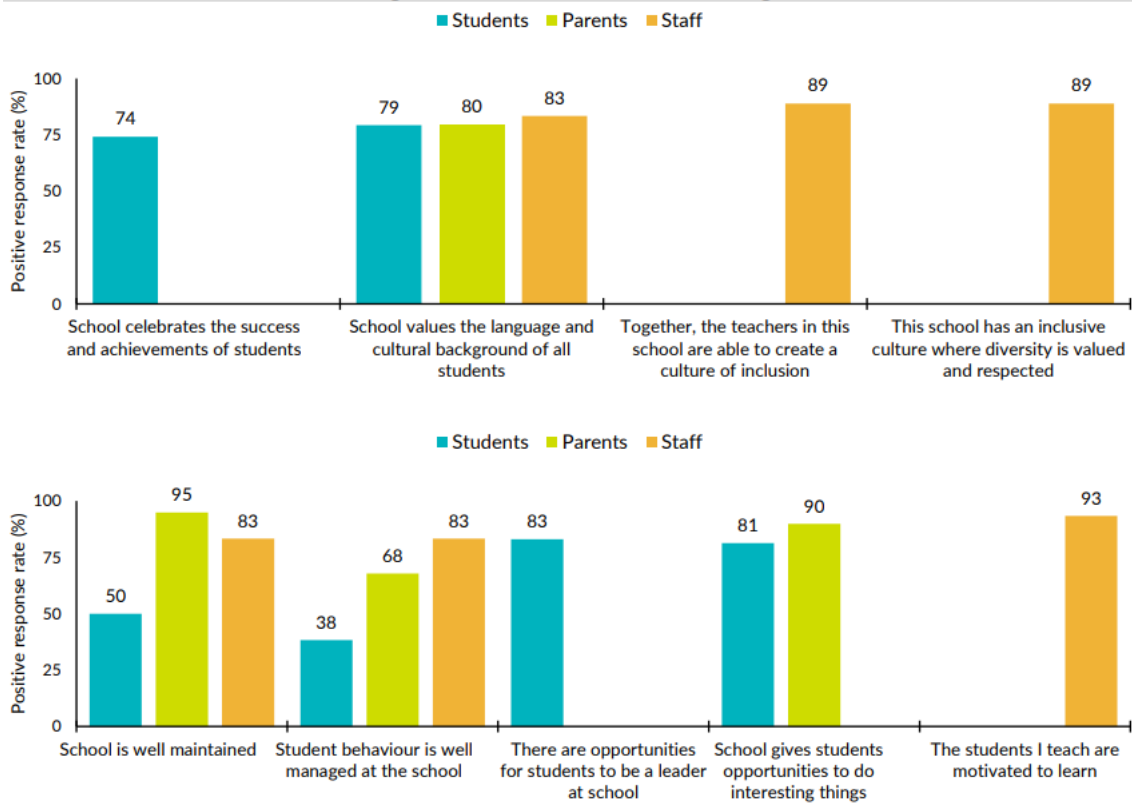
Theme: Quality teaching & learning - Triangulation



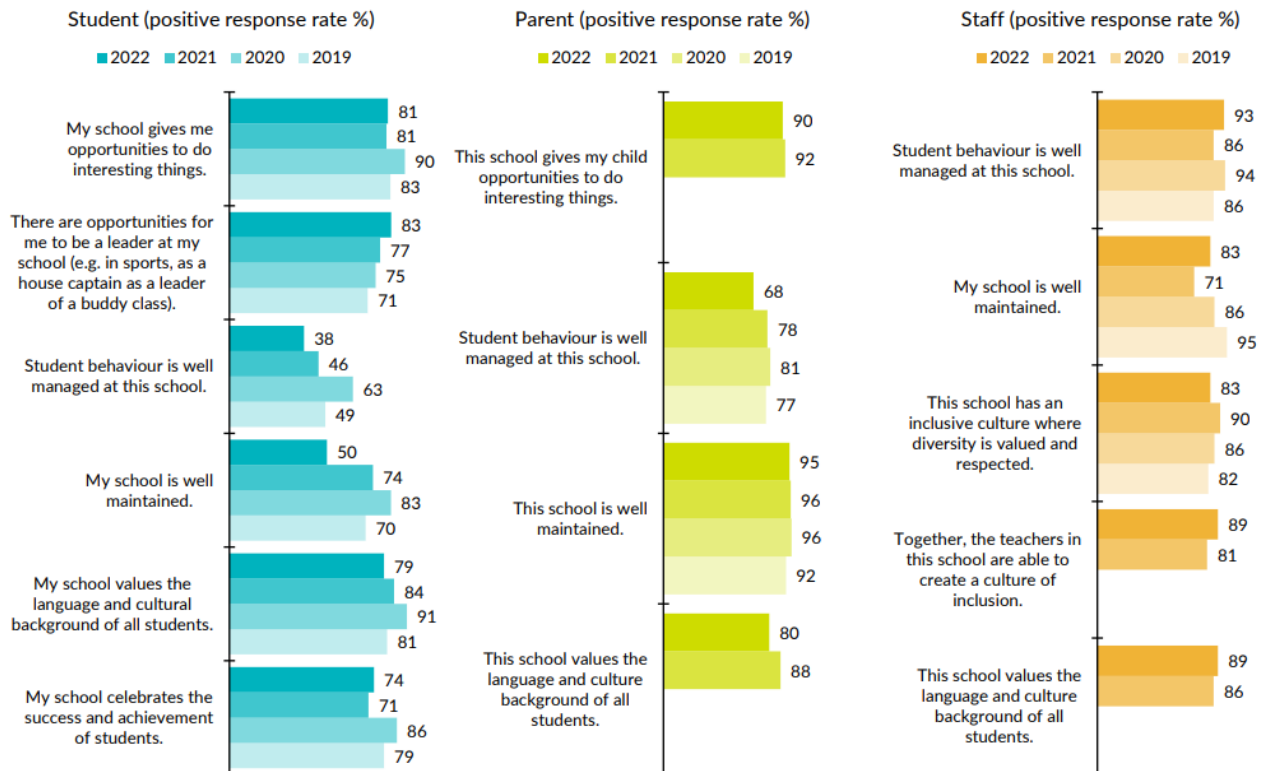
Theme: Quality teaching & learning - Trends (4 years)



Theme: Positive learning environment - Triangulation



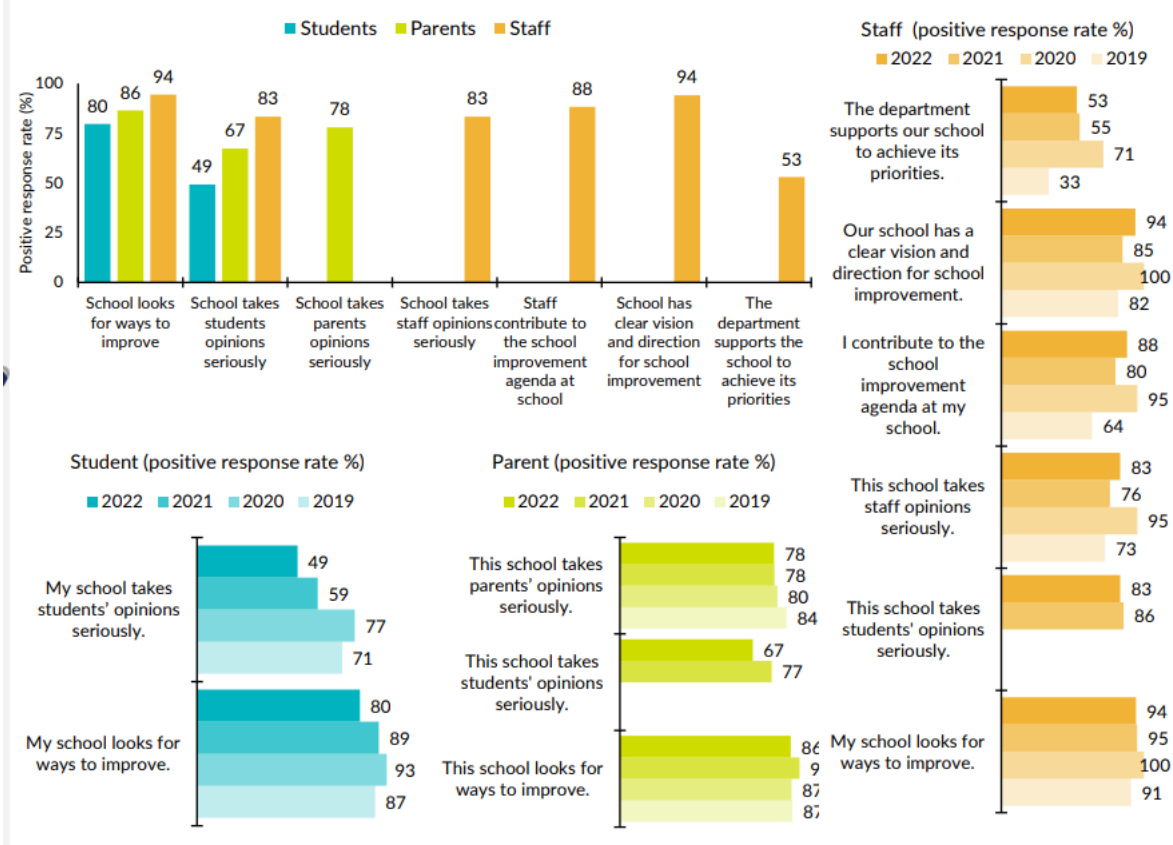
Theme: Positive learning environment - Trends (4 years)



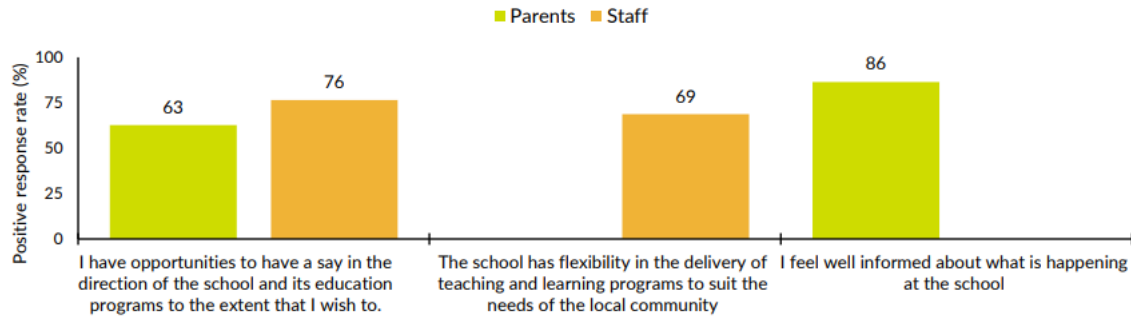
Theme: Transitions & pathways - Triangulation & Trends (4 years)



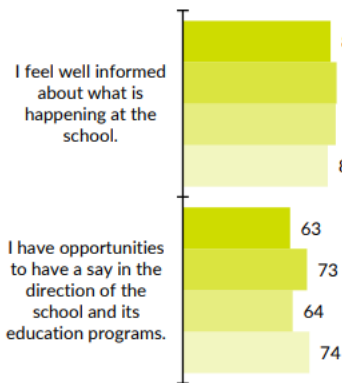
Theme: Shared vision & voice - Triangulation & Trends (4 years)



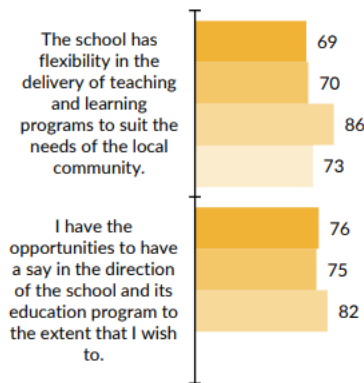
e: School community engagement - Triangulation & Trends (4 years)



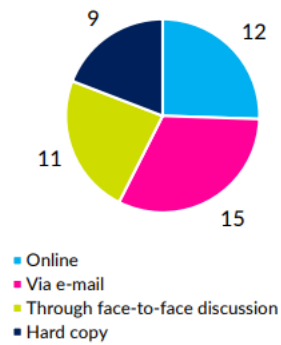
Parent (positive response rate %)
 ■ 2022 ■ 2021 ■ 2020 ■ 2019



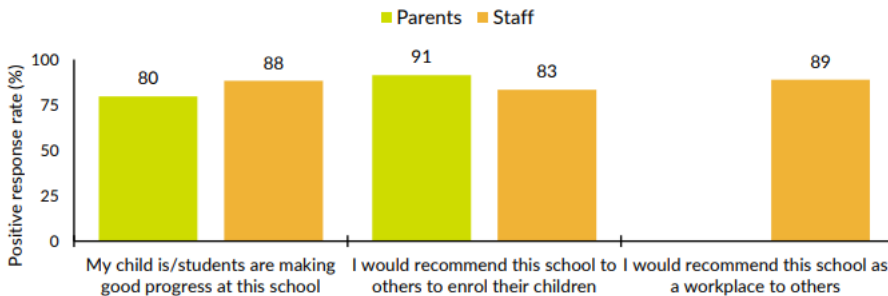
Staff (positive response rate %)
 ■ 2022 ■ 2021 ■ 2020 ■ 2019



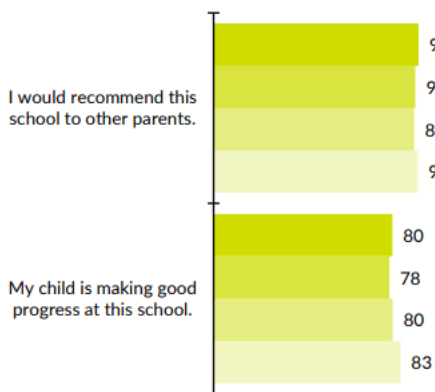
Count of parent selections for 'I would prefer the school to share information about my child's achievement with me' (Parents can choose multiple options)



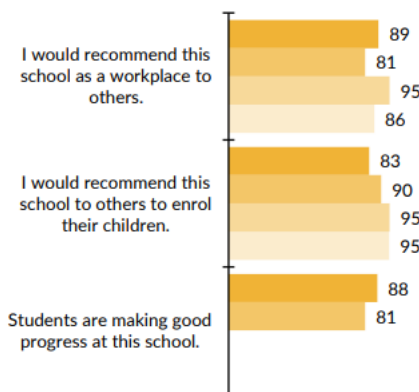
Theme: School satisfaction - Triangulation & Trends (4 years)



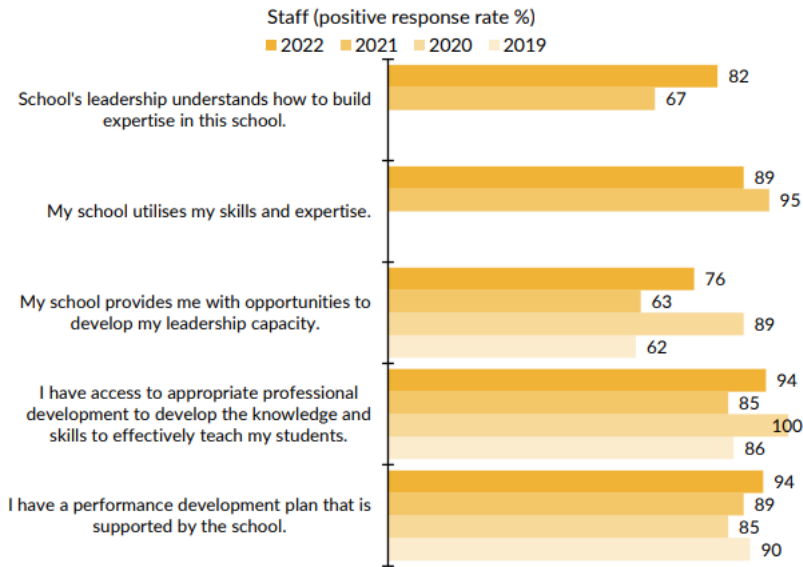
Parent (positive response rate %)
 ■ 2022 ■ 2021 ■ 2020 ■ 2019



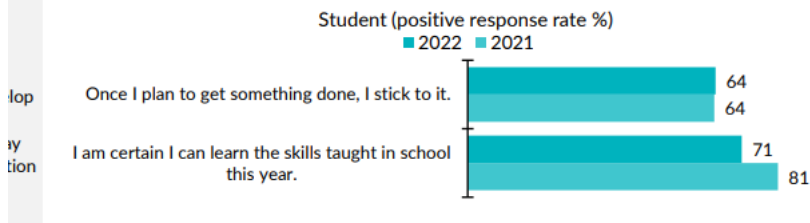
Staff (positive response rate %)
 ■ 2022 ■ 2021 ■ 2020 ■ 2019



Professional development (staff only) - Trends (4 years)



Growth mindset & perseverance (student only) - Trends (2 years)



Audited Financial Statements

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

INDEPENDENT AUDIT REPORT

To the members of Jingili Primary School Council Incorporated

We have audited the accompanying financial report of Jingili Primary School Council Incorporated, which comprises the Statement of Financial Position as 31 December 2022 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

School Council responsibility for the financial report

The School Council of Jingili Primary School Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report whether due to fraud or error. In making those assessments, the auditor considers internal control relevant to the schools preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the school as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Audit Report qualification

Basis for qualified opinion

Receipts from cash self-generated funds are a source of revenue for the Jingili Primary School Council Incorporated. The school has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the Jingili Primary School Council Incorporated are complete.

DoE has introduced a new accounting package CiAnywhere which has a number of technical issues which are causing corruption to some of the end of year reports. In our opinion it is a difficult, user-unfriendly program to negotiate and also view with a complex array of reports and screens. At the date of the audit, we did not have independent viewing access or a brief on the program which made it impossible to form an opinion on the accuracy of the financial ledger.

Qualified opinion

Although the financial report of the Jingili Primary School Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Jingili Primary School at 31 December 2022 and its financial performance for the year then ended we are unable to attest to the accuracy of this financial report.



Susanne Lee FCPA
Director
29 January 2023

SUSANNE LEE & ASSOCIATES PTY LTD IS A CPA PRACTICE
Liability is limited by a scheme approved under Professional Standards legislation



Annual Performance Report to the School Community 2022

JINGILI PRIMARY SCHOOL COUNCIL INCORPORATED

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

As Chairperson of the Jingili Primary School Council Incorporated, I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the school's management in accordance with the reporting requirements of the Northern Territory Department of Education does fairly reflect the financial position of the school and its performance for the year ended 31 December 2022.

At the date of this statement, I have obtained assurance from the School Principal that there were reasonable grounds to believe that the school will be able to pay their debts as and when they fall due.

Ed Wooler

Chairperson

Dated: 14/02/2023

JINGILI PRIMARY SCHOOL COUNCIL INCORPORATED Statement of Financial Position

December 2022

	This Year	Last Year
ASSETS		
Current Assets		
Cash At Bank		
WPAC Cheque Account		
Debit card account_	\$77,743.96	\$107,073.39
EFT Rejection Clearing Account	\$3,303.86	\$2,686.11
Account Kindy	\$139.00	\$0.00
Total Cash at Bank	\$0.63	\$0.63
Cash on Hand	\$81,187.45	\$109,760.13
Petty Cash		
Cash Drawer	\$400.00	\$400.00
Petty Cash – Pre-School	\$100.00	\$100.00
Total Cash on Hand	\$400.00	\$400.00
On Call or Short-Term Deposits	\$900.00	\$900.00
Westpac Maxi Direct		
Trade Debtors	\$355,661.18	\$354,330.53
Trade Debtors		
Interest Receivable	\$8,282.63	\$0.00
Interest		
Prepayments	(\$199.14)	\$0.00
Prepaid Insurance		
Inventories	\$1,056.70	\$2,537.43
Uniforms Stock on Hand		
Total Current Assets	\$23,195.40	\$51,430.95
Non-Current Assets		\$523,891.73
Plant & Equipment at Cost	\$14,180.22	\$14,180.22
Accumulated Depreciation	-\$14,180.22	-\$14,180.22
Total Non-Current Assets	\$0.00	\$0.00
Total ASSETS	\$470,084.22	\$523,891.73

JINGILI PRIMARY SCHOOL COUNCIL INCORPORATED
Statement of Financial Position

December 2022

	This Year	Last Year
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Book Club Orders	\$1,312.96)	\$399.29
Student Resource Bond	\$1,746.88	\$0.00
World Vision - Sponsor Child	\$0.00	\$693.79
Rejected Payments	\$0.00	\$1,689.56
F/Raising for Others	\$0.00	\$1,451.71
Staff Tea Money/Staff Shirts	(\$20.30)	\$24.04
J & P Morrison Scholarships	\$108.21	\$108.21
J Hosking IT Funds	\$258.03	\$258.03
Miscellaneous Clearing	\$78.77	\$0.00
Canteen Holdings	\$230.00	\$0.00
Total Deposits Held - 3rd Parties	\$3,673.06	\$4,624.63
Trade Creditors		
Trade Creditors/Commitments	\$14,429.81	-\$2,215.01
Other Creditors		
PAYG Withholding	\$2,874.00	
GST Liabilities		
GST Collected from Sales	\$2,331.67	\$9.55
GST Paid on Purchases	(\$7,610.94)	\$0.00
GST Pending	\$0.00	-\$14.73
Total GST Liabilities	\$5,279.27	-\$5.18
Other Accrued Expenses		
Accrued Expenses	\$8,864.14	\$27,099.65
Other Provisions		
Super payable on SGC Return	\$136.57	\$203.13
Unacquitted Grants		
Unacquitted Grants DoE/NTG	(\$3,826.93)	-\$12,544.60
Unacquitted Grants Cw/ith	\$239.64	\$2,057.82
Unacquitted Grants 3rd Party	\$3,500.52	\$3,500.52
Total Unacquitted Grants	(\$86.77)	-\$6,986.26
Total Liabilities	\$24,611.54	\$22,720.96
Net ASSETS	\$445,472.68	\$501,170.77
EQUITY		
Opening Balance Surplus/(Deficit)	\$501,170.77	\$440,717.47
Current Year Operating Surplus/(Deficit)	(\$55,698.09)	\$60,453.30
Total EQUITY	\$445,472.68	\$501,170.77

JINGILI PRIMARY SCHOOL COUNCIL INCORPORATED**Income Statement
January-December 2022**

	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants Direct to Schools	\$2,318.18	\$5,043.45
Other Grants from DoE	\$669,962.82	\$631,043.31
Other Grants from NTG Departments	\$64,233.65	\$40,827.39
3rd Party Grants - External	\$4,430.00	\$24,135.85
Total Grants and Subsidies		\$698,550.00
Sale of Goods and Services		
School Council Projects	\$28,993.51	\$127,734.15
Student Activities	\$31,608.79	\$51,821.65
Total Sale of Goods and Services	\$158,071.55	\$179,555.80
Interest Received		
Interest Received	\$1,396.27	\$79.17
TOTAL INCOME	\$900,412.47	\$878,184.97
EXPENSES		
Employee Expenses		
Salaries & Related Expenses	\$193,891.59	\$188,790.81
Superannuation	\$19,923.88	\$18,429.66
Total Employment Expenses	\$213,815.47	\$207,220.47
Purchase of Goods & Services		
School General Expenses	\$133,779.18	\$55,840.10
Administrative Expenses	\$0.00	\$14,082.69
Motor Vehicle Expenses	\$380.99	\$251.55
Student Activities	\$28,677.88	\$44,833.05
Student Information Technology	\$39,773.86	\$24,299.92
Admin It and Communication	\$0.00	\$19,706.52
Curriculum	\$59,239.12	\$32,458.08
School Non-Core Activities	\$269,071.22	\$14,679.79
Payments to Other Government Schools	\$0.00	\$1,984.00
Total Purchase of Goods & Services	\$116,526.16	\$208,135.70
Repairs & Maintenance		
Urgent Minor Repairs	\$116,061.88	\$67,379.50
Non-Urgent Minors	\$464.28	\$1,950.00
Total Repairs & Maintenance	\$116,526.16	\$69,329.50
Property Management		
Essential Services	\$199,807.95	\$199,918.41
Cleaning	\$98,503.45	\$99,669.12
Grounds	\$80,491.81	\$33,065.81
Property Management Other	\$0.00	\$73,546.49
Total Property Expenses	\$358,803.21	\$406,199.83
TOTAL EXPENSES	\$858,216.06	\$890,885.50
Operating Surplus/(Deficit)	(\$57,803.59)	(\$12,700.53)
Other Income		
Prior Year Adjustment	\$2,105.5	\$73,153.83
Net PROFIT/(LOSS)	(\$55,698.09)	\$60,453.30

JINGILI PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
for the year ended 31st December 2022

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(1) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accrual's basis and under the historic cost convention.

(a) Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the school. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The school does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the school's management on behalf of the Department, it is included in this financial report.

(b) Revenue recognition

Income from parent contributions, uniforms, excursions, bookpicks and fundraising is recognised when the funds are received. Grants and donations are recognised as revenues when the council obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

In 2020, the Council has changed its accounting policy in relation to grant revenue recognition. Accordingly, revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred, and not immediately upon receipt as previously recognised. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

(c) Income Tax

The school is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(d) Capital expenditure.

The school does not own the land on which the school is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding that amount are carried as recorded in the balance sheet.

(e) Depreciation

Assets carried in the balance sheet will be depreciated on a straight-line basis @ 15%.

(f) Receivables

Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(g) Inventories

Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The School employs staff on casual, award and/or contract arrangements but has not incurred a liability for employee entitlements.

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.