Jewells Primary School

Annual School Report

2012
Messages

Principal’s message

The students of Jewells Primary School have an excellent learning environment in which to develop knowledge, skills, values and attitudes in accordance with the aims of the NSW Department of Education and Communities (DEC). The highly qualified teaching staff develop and deliver quality Teaching and Learning programs. The teachers and parents are well supported by an experienced administration staff. A positive and consistent student welfare program provides the students with a safe and secure social context in which they can learn effectively. The support of the school community is fundamental in providing modern learning resources for the students. In this way Jewells Primary School is providing an excellent education for the children of its local community.

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

Mr Les Corrigan

P & C and School Council message

2012 welcomed a number of changes to the school executive: Mr Les Corrigan, Principal; Miss Alison Jackson, Assistant Principal Kindergarten, Mrs Julie Lowe, Assistant Principal Stage 1; Miss Deb Hall, Assistant Principal Non-teaching. Mrs Emma Lakemann and Mrs Lynn Blain share an Assistant Principal Position Stage 2. Congratulations to the executive, and all teachers and staff for embracing these changes while continuing high levels of teaching, opportunities for students and administration.

The School Council supports the opportunity for all students to participate in a range of programs. The success of the aerobics teams and bands highlights the result of the efforts of the whole school community in the gymnastics, dance, aerobics and band programs.

Academic achievement has been demonstrated in Public Speaking and Debating, all subject areas of the International Competitions and Assessments for Schools (ICAS), and top three placings in the Newcastle Permanent Maths Competition four years running. These all speak volumes for our teachers and their personal commitment in encouraging student participation and the beginning of life-long learning. The community response to Jewells Spotlight further highlighted the success of these programs, and we look forward to next year’s Showcase at the Newcastle Civic Theatre.

We are fortunate to have such an excellent school journal - The Gem - to further showcase and chronicle the result of the students’ efforts throughout the year. Thank you to Alison Jackson as this year’s editor, and to all classes for their fantastic contributions.

As part of its responsibilities, the School Council reviewed the 2012-2014 School Plan. Areas of focus included Literacy and Numeracy goals: higher level comprehension, literacy of mathematics, achieving goals for expected growth between stages, and a 5 year goal for Jewells to be recognised as a teaching and learning school. The School’s Enrolment Policy was also reviewed, including it’s implementation in preparation for 2013.

The Council contributed to a number of other areas. These included the implementation of Every School Every Student, planning for Local Schools Local Decisions, providing a member of the Selection Panel for Principal, preparation of a School Volunteer register, and drafting of a joint Council and P&C Canteen Policy.

I would like to thank the parents who contributed to the Top Playground Bitumen Renewal and Play Equipment projects, in particular: Frances Allen, Bianca Audet, Sandra Winder, Mark Philpott and Marge Sullivan, as well as Terry Linton, General Assistant. These projects were made possible by funds from P&C, OOSH, Sports in Schools grant and the school, and will provide physical and social benefits to our children for many years.

Finally, I would like to thank the fellow parent members of the School Council for their support throughout the year: Frances Allen, Megan Brouwer, and Sue Gay. Special thanks to community member Joan Gatt for her tireless support, and the school members: Les Corrigan, Alison Jackson, and Sam Bradshaw.

Mr Richard Trout.

President Jewells Primary School Council
Student representatives’ message

During 2012 the Jewells School Parliament have had many experiences representing this amazing school. The parliament’s favourite include “The Impact Leadership Course” where all the student leaders from all the schools in the Hunter Region got together to learn leadership skills to further our knowledge and ability. The Anzac Day march at Belmont was another of our favourite opportunities! As school captains we placed the wreath at the war memorial statue, in honour of those who sacrificed so much to keep our country safe. We also attended an Anzac service at the Civic Theatre with many other stage 3 students from the Hunter Region.

Our teachers provided interesting and enjoyable activities during the year, including the excursion to Canberra, Mini-Fete day, the Pushcart Challenge, cooking experiences in class and a wonderful Year 6 Farewell.

We also attended services at Belmont High. We witnessed the signing of the AECG Partnership Agreement and the presentation of the student leaders for 2012. I would like to thank Mr Corrigan for escorting us to many functions including The Jewells Plaza 30 year anniversary celebration and the Belmont High functions. Over all we had an amazing year.

Kye Cherry and Jessie Elsley,
School Captains 2012.

School context

Student information

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

Student enrolment profile

Our student records show that in a total enrolment of 508 students Jewells Primary School has at least 16 students coming from 12 different cultural backgrounds. Aboriginal students represent approximately 2% of the school enrolment. This enrolment comprises 257 boys and 251 girls. This year 71 kindergarten students enrolled at Jewells Primary School. Jewells has a low level of student mobility.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>261</td>
<td>257</td>
<td>250</td>
<td>257</td>
<td>253</td>
<td>251</td>
</tr>
<tr>
<td>Female</td>
<td>235</td>
<td>247</td>
<td>256</td>
<td>250</td>
<td>248</td>
<td>257</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>95.3</td>
<td>95.6</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>94.1</td>
<td>94.9</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.8</td>
<td>94.7</td>
<td>94.8</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.1</td>
<td>93.4</td>
<td>93.4</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.9</td>
<td>95.1</td>
<td>94.2</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.6</td>
<td>93.2</td>
<td>95.0</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.8</td>
<td>93.7</td>
<td>92.9</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.3</td>
<td>94.4</td>
<td>94.1</td>
<td>94.4</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Individualised grade data first became available in 2009. Student attendance is stable at an excellent level.

Management of non-attendance

Student non-attendance is monitored through the OASIS computerised attendance system. Parents are contacted when their child’s attendance falls below 85%. If necessary the DEC Home School Liaison Officer is involved in order to improve school attendance.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Primary Teacher Executive Release</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>31.522</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce.
At Jewells Primary School 2 teaching staff members have indicated that they have Aboriginal or Torres Strait Island heritage.

**Staff retention**

At the end of 2011 the Principal and 2 Assistant Principals retired. Their replacements were appointed through both the merit selection process and priority transfer process. All other staff from 2011 have continued employment at Jewells Primary School in 2012.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools. A number of staff hold multiple qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>331909</td>
</tr>
<tr>
<td>Global funds</td>
<td>260316</td>
</tr>
<tr>
<td>Tied funds</td>
<td>116639</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>330570</td>
</tr>
<tr>
<td>Interest</td>
<td>14698</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30689</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1084821.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

The balance carried forward represents an amount necessary ($26,317) to cover costs associated with financial commitments that will be paid after the 30/11/2012. A significant portion of these funds ($74,871) are tied grants that can only be used for a specific purpose and funds held in trust. Funds are also set aside to cover the cost of replacing assets and unexpected expenditures, such as removal of dangerous trees and new school signage. Canteen income is not reflected in the school accounts as the canteen is operated by the P&C Association.

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

During 2012 our students had many opportunities to experience the arts by creating, presenting and performing. Our policy of making as many activities as accessible as possible is designed to provide opportunities for everyone.

- **Spotlight-Jewells Presents** brought the many dimensions of artistic endeavour together for one presentation. All students presented artworks they had completed at school. The band performed, choirs sang and the dance and aerobics groups performed.

- **The training and concert bands** continued under the leadership of Mrs Caban. Their year included Bandfest, Spotlight and the School Band Performance Evening. Talent and commitment of the students is excellent.

- **Mr Matt Lee** continued to provide opportunity for children to learn guitar. These groups had performance opportunity during the year, including Spotlight.

- **The choirs led by Mrs Ross and Miss White** performed at School Assemblies, Presentation Day and Spotlight. On all occasions the performances were well received by the audience.
Sport

2012 provided a wide range of sporting opportunity in individual and team activities for the students. The sports program had a high level of interest and participation. Students represented Jewells Primary School at zone, regional, state and national level. Some examples of the sports program in 2012 are:

- The State Primary School Sport Association (PSSA) knockout competition was again popular with students. Both participation and excellence were achieved in boys’ and girls’ soccer, cricket, softball, netball, tennis and basketball. The boys’ basketball team was placed 3rd in the NSW state knockout. The boys’ touch football team also had some fantastic results in the knockout, coming second in their division.

- The Jewells PSSA Netball Team won the Macquarie Cup after displaying skill and sportsmanship.

- Zone, region and state trials were well attended by our students. Adam Winchester was chosen in the NSW PSSA Cricket Team and Cohan Geelan was selected in the NSW PSSA Athletics Team for High Jump. Jessica Pickering competed at the NSW Diving Championships.

- Meghan Ward, Dane Brouwer, Cohan Geelan, Adam Winchester and James Lieschke received recognition certificates at the Hunter PSSA Sports Awards Ceremony.

- Specialist gymnastic teaching was offered to all students K-6. Talented children were able to enter gymnastics and trampolining competitions. A large number of students represented our school at the Lake Macquarie City Council Trampoline competition and were successful in each age division.

- 2012 again saw a variety of Stage sport options available to students. Stage 2 was offered the opportunity to participate in tennis skills, basketball, gym and many team based sports. Stage 3 experienced beach swimming skills, Caves Beach gym, Macquarie Shield netball, sailing and futsal. This variety contributes to participation and enjoyment in Stage Sport.

Basketball

The Jewells Primary School Boys’ Basketball team competed at Bathurst in the NSW State PSSA Basketball Knockout Finals following their success in winning the Hunter Regional Final. The team played extremely well and were narrowly defeated by the eventual grand final winners. In the play-off game the Jewells team was victorious, giving us third place in a competition featuring 142 schools. This is a very impressive effort. Our boys displayed great sportsmanship throughout the day and were proud to wear the Jewells colours as representatives of our school.

The Premier’s Sporting Challenge

All classes from K-6 again participated in the Premier’s Sporting Challenge. This initiative aims to keep young people fit, healthy and aware of the advantages of living a healthy lifestyle. Student diaries were employed to record healthy activity on a daily basis. Not only did this initiative promote active and healthy life choices, it also resulted in a substantial financial reward to go towards the purchase of new and updated sports equipment for the school.

External Competitions

- All year 5 and 6 students sat for the Newcastle Permanent Mathematics Competition. Significant results include:
  - Michael Trout placed equal 2nd in the Year 6 division, making this the fifth year that a Jewells student has been placed in the top 3.
Gordon You was placed 2nd in the Lake Macquarie Division and 12th overall in the year 6 division.

5 High Distinctions and 20 Distinctions were gained by other students.

- Jewells students in Years 3, 4, 5 and 6 successfully participated in the ICAS Competitions run by the University of NSW in English, Maths, Science, Spelling Writing and Computer Skills.
- A student team selected from Year 5 won the Belmont High School Mathematics Challenge.
- Students from all grades competed in school, zone and regional Public Speaking competitions. Finn Devine was successful in being selected to represent Jewells in the stage 1 section of the regional public speaking final.
- Debating teams participated enthusiastically in the Premiers Debating Competition learning many valuable skills.

**Academic**

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

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

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

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

**Reading – NAPLAN Year 3**

In 2012 67 year 3 students participated in the Literacy Assessment. In reading and writing the group exceeded the state and regional average. In Spelling and Grammar the group soundly exceeded the Hunter Regional average. Areas of strength in literacy include:

- Identifying the main idea in a piece of writing
- Applying comprehension skills to interpret a sequence of events or to predict events in a text.

- Identifying parts of speech including adverbs, verbs and nouns in simple and complex sentences.

The main areas of literacy needing further development are:

- Use of inferential comprehension skills.
- Identifying subject-verb and tense agreement in writing.
- Making connections in writing between nouns and adjectives or adverbs.

**Year 3 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.5</td>
<td>10.5</td>
<td>17.9</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.2</td>
<td>8.3</td>
<td>14.7</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>3.5</td>
<td>11.2</td>
<td>17.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
</tr>
</tbody>
</table>

**Year 3 NAPLAN Writing**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.5</td>
<td>3.0</td>
<td>13.6</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>1.2</td>
<td>5.9</td>
<td>15.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>2.2</td>
<td>6.0</td>
<td>15.4</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 3**

In 2012 67 year 3 students participated in the Numeracy Assessment. In Numeracy the group was 1.7% above the Hunter Regional average, however the results were 1.6% below the NSW state average. Even though these are very small differences we will be focusing our efforts next year on improving student achievement in numeracy.

Areas of strength in numeracy include:

- 2D and 3D shape recognition and analysis.
- Subtraction in terms of determining process and solving problems.
- Length in terms of accurately reading charts and understanding use of mm and cm in measuring.
The main areas of numeracy needing further development include:

- Identifying complex connections of 3D shapes.
- Identifying symmetrical shape in 2D shapes.
- Solving multi-step addition problems involving money.

**Year 3 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>398.7</td>
<td>399.1</td>
<td>400.2</td>
</tr>
</tbody>
</table>

**Year 5 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>501.8</td>
<td>493.7</td>
<td>492.4</td>
</tr>
</tbody>
</table>

**Reading – NAPLAN Year 5**

In 2012 86 year 5 students participated in the Literacy Assessment. In all areas of Literacy the group exceeded the NSW State and Hunter Regional average. The highest results were in writing and spelling.

Areas of strength in literacy include:

- Identifying the main idea in terms of the intent of a piece of writing.
- Using inference to gain understanding of information presented in writing.
- Identifying and spelling complex 3 syllable words

The main areas of literacy needing further development are:

- Successfully using comprehension skills in the interpretation of complex texts, for example inferring relevant associations of phrases used in metaphor.
- Identifying correct relative pronouns and the places in which contractions can be used in sentences.

**Numeracy – NAPLAN Year 5**

In 2012 86 year 5 students participated in the Numeracy Assessment. In numeracy 61% of the group scored in the top 3 bands compared with an average of 56% for the state. The group score was equal to the Hunter Regional average.

Areas of strength in numeracy include:

- Solving money problems involving addition and problems using subtraction concepts
- Calculation of elapsed time
- Interpretation of column graphs

The main areas of numeracy needing further development are:

- Calculation of area using informal shapes
- Calculations using fractions with different denominators
- Using knowledge place value to construct 4 digit numbers
Reading – NAPLAN Year 7

In 2012 89 former students of Jewells Primary School participated in the year 7 NAPLAN Literacy Assessment. The literacy results for this group of students exceeded the Hunter Regional and NSW state averages in all areas of literacy.

Areas of strength in literacy include:

- Recognising the main idea in a piece of writing.
- Ability to apply comprehension skills to locate details of a similar nature in text.
- Inferring the meaning within a piece of writing.

The main areas of literacy needing further development include:

- Identifying the literacy techniques used by authors.
- Recognising differences between characters and the emotional traits of characters in text.

Numeracy – NAPLAN Year 7

In 2012 89 former students of Jewells Primary School participated in the year 7 NAPLAN Numeracy Assessment. The numeracy results for this group of students exceed the Hunter Regional and NSW state averages in all areas.

Areas of strength in numeracy include:

- Identify and interpreting graphed data.
- 2D and 3D shape analysis and knowledge of details.
- Calculation of area using decimal fractions.

The main areas of numeracy needing further development are:

- Identifying complex symmetry in 2D shapes.

- Calculating difference between fractions to solve measurement problems.
- Word problems involving the division of decimals.

Progress in reading

The following table shows the progress children have made between Year 3 and Year 5.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>81.5</td>
<td>60.5</td>
<td>68.8</td>
</tr>
<tr>
<td>SSG</td>
<td>80.8</td>
<td>75.6</td>
<td>83.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

Progress in numeracy

The following table shows the progress children have made between Year 3 and Year 5.

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>69.1</td>
<td>91.8</td>
<td>82.1</td>
</tr>
<tr>
<td>SSG</td>
<td>87.3</td>
<td>92.1</td>
<td>97.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

The 2010-2012 Year 5 to Year 7 cohort progress in numeracy exceeded the NSW state average for expected growth by 8%. In reading the year 7 group exceeded the NSW average for expected growth by 2%.

These results reinforce the decision to make student progress between Years 3 and 5, and Years 5 and 7 a high priority for staff professional development in 2013.

Significant programs and initiatives

Aboriginal education

In 2102, Aboriginal Education has continued to be a focus area and therefore substantially integrated across many facets of the school. The Aboriginal Education Policy has been used to drive effective cultural competency, assist in the establishment of building cultural connections, promote awareness and engagement towards Aboriginal Education across the school and wider community.
This year, all indigenous students had Personalised Learning Plans prepared and implemented across K to 6. All Personalised Learning Plans were monitored and used as a means for effective communication and reflection between the students, their teachers and their families. Students have responded well to this three-way consultation by giving students ownership and direction towards their own learning. A review and evaluation of each Personalised Learning Plan has been conducted on a semester by semester basis.

Professional learning opportunities have been provided to further support and develop staff cultural appreciation and understanding. Staff and indigenous parents have represented the school at our local AECG meetings and attempts are being made to further elaborate on the Aboriginal perspective across all key learning areas K to 6.

An Aboriginal Education Action Team was established consisting of both indigenous parent bodies and supporting staff members. Collectively, effective delivery and action of Aboriginal Education is the team’s key aim by developing a holistic approach towards increasing engagement and recognition throughout the school. The Action Team supports the building of sustainable relationships from the school to the home and the wider community.

This year the school is celebrating many successes towards effective implementation of Aboriginal Education. We are looking forward to delivering quality and explicit strategies and team based initiatives for further improvement. Aboriginal Education is everyone’s business!

**Multicultural education**

Jewells Primary School has approximately 16 students coming from 12 different cultural backgrounds. These students bring enrichment and diversity to our school community.

All teaching staff provided lesson programs that promoted respect for other cultures and recognition of the contributions that have been made to our society by different cultural groups.

Playground records and teacher observations show that student behaviour demonstrates tolerance and respect for other cultures.

**Aerobics**

Schoolaerobics was introduced 16 years ago at Jewells Primary. It has continued to be a strong program in the school for boys and girls from years 3, 4, 5 and 6.

This year Jewells Primary had five (5) teams compete in the State Championships with all five (5) teams gaining selection to represent NSW at the National Schoolaerobic Championships. At the National Championships Jewells won both the Open division and the Boys division. The Open B team also gained a bronze medal.

Jewells Primary has established itself as one of the most successful schools in Schoolaerobics at both State and National level. Each year Jewells has continued to win at State level with up to six teams gaining first place in their respective categories and then progressing to National representation.

Schoolaerobics at Jewells Primary is very popular amongst the students with the program running before school, lunch times and after school. The children involved from years 3, 4, 5 and 6 gain increased fitness levels and self-confidence whilst participating in a sport that is healthy and fun.

The school has gained recognition over the years for their achievements in the sport which include being named Hunter Sports Team of the year for the past 4 years and continued local media coverage of the achievements at both State and National level.

Jewells Primary is continuing to develop the aerobic program in 2013 and is hopeful of making it to the National Championships which will be held on the Gold Coast in August, 2013.

**Green Team**

During 2012 the Green Team has transformed an area outside the school hall into a lush productive garden. Vegetable produce from the garden is now being used to make a range of healthy spreads for bread, crackers or garnishes.

The Green Team is well supported by teaching staff, Jewells School students and parents. Belmont Bunnings has donated significant amounts of material to enable construction of garden beds.
The Green Team plans to expand its operation in 2013 and will be looking to engage more community support.

**Gifted and Talented Education**

Jewells Primary School recognises the need to differentiate teaching for students with identified gifts or talents. The school provides opportunities for gifted and talented students to excel in all domains – academic, sporting, leadership and the arts.

In 2012, the school continued to provide stage based enrichment classes for students as well as the regional OC class for Year 5 and 6 students. The OC class again performed well at the regional Thinkfest competition for OC classes, winning the Science category, and being awarded several highly commended certificates.

Learning Plans were prepared for students identified as Gifted and Talented in Kinder to Year 6 with monitoring and reviews planned annually.

All students have opportunity to be involved in sporting teams, school parliament and performing arts groups such as drumming, dance, aerobics, choir and drama to develop talents to their full potential or provide a stimulus for more advanced involvement at a later stage.

**TechnoPush 2012**

During Terms 2 and 3, 5/6B and 5/6T have participated in a unit of work called TechnoPush. This unit involved aspects of Science Design and Technology. Students have conferenced, compared, sketched, designed, made, trialled, tested, remade, adjusted, trained and raced their own pushcarts. With assistance they made their decisions about their carts. We even had T-Shirts for each team member to identify our teams.

Our teams were called: 5/6B – Jutting Jewells. 5/6T - Jewells T-Sters.

The culmination of the unit enabled most students from classes 5/6B and 5/6T to travel to Eastern Creek Raceway in Sydney to race their pushcarts against those from 70 schools from all around NSW. Each team had a racing “pit” garage to assemble their cart and to present their learning about pushcarts to a team of judges from the NRMA and various universities.

Both Jutting Jewells and Jewells T-Sters teams came 1st in all 4 of their heats. However, at the end of the day, other schools had amassed more points in their heats. So Jewells did not win an event overall. The T-Sters were ‘recommended’ for an award for the Design Process.

We recognise the assistance of several people who lent their invaluable skills:

- Mr Les Corrigan – TechnoPush wiz with many years experience in all aspects of the craft.
- Mr Terry Linton – Cart builder and modifier. Encourager of children.
- Mr Bill Maslowski - Cart builder and modifier. Encourager of children.
- Mr John Thomas – Sponsor of Jutting Jewells cart and brilliant builder.
- Mr. Corey Brown – overall legend builder.

**Respect and Responsibility**

The core values of the DET include integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

These values underpin all aspects of our school’s operation. The school has a range of policies and practices in place to ensure that the message of the core values is carried through the students, staff and parents.

These policies and practices are brought together through our ‘You Can Do It’ (YCDI) program which embraces student wellbeing, anti-bullying and
resilience practices, with clearly defined, well founded class and school rules and expectations of behaviour. The school’s wellbeing policy reflects these values and the rights of students to learn in a safe and happy environment.

**Progress on 2012 targets**

**Target 1**  
*Develop a cohesive leadership team.*

Our achievements include:
- Completion of the Team Leadership for School Improvement Course.
- Structured Professional dialogue resulting in the development of agreed policies and procedures.
- Positive feedback from staff and community in the form of anecdotal comments and survey results.

**Target 2**  
*Improve student Literacy outcomes through evidence based practices, programs and professional learning.*

Our achievements include:
- Professional learning in the areas of teaching sentence structure and vocabulary.
- Stage 1 staff trained in Accelerated Literacy pedagogy and implementing this approach in classrooms.
- Staff participation in “Assessment of student writing” workshops.

**Target 3**  
*Improve student Numeracy outcomes through evidence based practices, programs and professional learning.*

Our achievements include:
- Structuring class groupings for mathematics teaching in order to more effectively address student learning.
- Undertaking professional learning and practice in the development and use of high quality mathematics assessment tasks.
- Performing in-depth analysis of Naplan and school assessment data in order to plan effective mathematics programs for 2013.

**Target 4**  
*All staff have an improved understanding of the current Aboriginal Education Policy.*

Our achievements include:
- All Aboriginal children have monitored Personalised Learning Plans.
- All staff have participated in a workshop about the Aboriginal Education Policy.
- An Aboriginal Education Action Team has been formed and is active.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Leadership and Management.

**School Leadership and Management**

**Background**

In 2012 the principal and 2 assistant principals took up their appointments at Jewells Primary School. This was a significant change in the leadership of the school. It was decided that a high priority was to develop a cohesive leadership team by undertaking The Team Leadership For School Improvement Course. An aspect of this course was an evaluation of school leadership using the Analytical Framework provided by the DEC.

**Findings and conclusions**

The Team Leadership for School Improvement Course in conjunction with regular structured
professional discussions has enabled the executive team to:

- Gain an understanding of the experience and skills held by each member of the executive.
- Analyse the context of Jewells Primary School with a view to identifying areas needing improvement with reference to the DEC School Analytical Framework.
- Develop a planned approach to school improvement.
- Develop a consistent team approach to the leadership of the school.

The use of the DEC Analytical Framework has guided the following improvements:

- Ensuring that school timetabling removes obstacles to effective teaching.
- Minimising external interruptions to lessons.
- Aligning the purchase of literacy and numeracy resources with program budgets.
- Encouraging the use of critical reflection to drive development of teaching programs.

Future directions

The DEC Analytical Framework and contemporary educational research has allowed the executive team to develop the following directions in 2013:

- Initiating systems to review and develop a shared understanding of school goals and expectations.
- Providing differentiated professional learning that is relevant to staff needs.
- Developing professional learning activities that are engaging and effective in meeting school goals.
- Exploring practices in other schools that enhance student achievements in numeracy.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were surveyed regarding the effectiveness of the School Learning Support Team initiatives following the introduction of the Every Student, Every School program. Responses from parents included:

- The school was proactive in assisting students with extra needs.
- The Learning Support Team was thorough in their investigations and determining the best way to assist students.
- Parents would like to understand more about the processes involved in determining funding support.
- The regular meetings were vital to the support of the children.
- Some parents were concerned that strategies discussed in LST meetings were not being fully implemented in the classroom.
- The roles of the Learning and Support Teacher (LAST) and School Learning Support Officers (SLSO) are valued.
- The transition process between preschool and Kinder for students with special needs was thorough.

School staff were surveyed regarding school leadership. Staff were asked a range of questions and there were 10 respondents. Responses were either rarely, sometimes, usually and always. Questions with 100% responses as Always or usually were:

- School leaders build relationships based on trust, collegiality and mutual respect.
- School leaders demonstrate an interest in and accountability for student learning outcomes.
- Staff are encouraged to take on leadership roles at school.

The response indicating room for improvement refers to school leaders providing more opportunity for staff to be included in decision making processes.

In summary 90% of respondents indicated they were “satisfied with the changes implemented and actions taken by the school leaders this year.”

Discussions with the Student Parliament have also shown a high level of satisfaction with the educational, cultural and sporting opportunities that are offered to the students. The students value the opportunity to discuss their ideas with the teaching staff and have some decision making capacity. The school facilities in terms of classrooms, library and computer room are appreciated.
Student attendance rates, a lack of serious disciplinary issues requiring suspension from school and a high level of respect shown to each other and staff is consistently evident.

**Professional learning**

During 2012 the staff had 3 main Professional Learning programs. Team Leadership for School Improvement supported the establishment of a new executive team following retirements of the Principal and 2 long serving Assistant Principals.

DEC Hunter Region Literacy Consultants provided 12 hours of professional learning for teaching staff focusing on the areas of writing, vocabulary and grammar.

Mrs Julie Low and Mrs Chris Wall provided training in the Accelerated Literacy pedagogy for nine teaching staff. Ongoing support was provided during 2012. In 2013 it is planned to provide the training to the remaining teaching staff.

Staff representatives attended briefing and training sessions to support the implementation of the Every Student Every School program for provision of student support in schools.

Jewells PS hosted teachers from local schools for training sessions in Accelerated Literacy. Teaching staff from Jewells were involved and benefitted from the interaction with other staff.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

**Improved Literacy Outcomes**

**2013 Targets to achieve this outcome include:**

- Improve student learning through evidence based practices, and professional learning.
- Support teaching staff in the understanding and use of effective pedagogies
- Use explicit targets to evaluate student achievement.

**Strategies to achieve these targets include:**

- Accelerated Literacy Training will be provided to teachers of stages ES1, Stage 2 and Stage3.
- Consultancy support will support teachers use of explicit targets to assess student achievement.
- Supporting teachers in the explicit teaching of inferential comprehension skills.

**School priority 2**

**Outcome for 2012–2014**

**Improved Numeracy Outcomes**

**2013 Targets to achieve this outcome include:**

- Improve student learning through evidence based practices, programs and professional learning.
- Support teaching staff in the understanding and use of effective pedagogies
- Use explicit targets to evaluate student achievement.

**Strategies to achieve these targets include:**

- Explicit teaching of numeracy areas identified through assessment data.
- Training for teachers in developing assessment tasks which lead to deeper understanding of concepts by students.
• Engage staff in structured professional discussions to develop pedagogy, lesson design and consistency of implementation.

School priority 3
Outcome for 2012–2014
Aboriginal Education

2013 Targets to achieve this outcome include:

• All staff demonstrate understanding of the Aboriginal Education Policy.
• Literacy and Numeracy levels of Aboriginal students are consistent with those of non-Aboriginal students.

Strategies to achieve these targets include:

• All Aboriginal students have collaboratively developed and monitored Personalised Learning Plans.
• Engage staff in cultural awareness training.
• Develop the role of the Aboriginal Education Action Team.
• Staff participation in “Dare to Lead” snapshot program to evaluate Aboriginal Education within the Belmont Schools.

About this report

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

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