Jewells Primary School
Annual School Report 2014
School context statement

Jewells Primary School is committed to providing a quality learning environment that meets the needs of all students. Our students come from the suburbs of Jewells and Belmont North. Our students have every opportunity to strive and to achieve their personal best in academic, cultural, social and sporting pursuits.

We maintain high expectations and value, foster and encourage self discipline, mutual respect and a sense of responsibility. Student learning is our main priority and this is supported by a range of innovative programs.

Naplan and school based assessment information indicates a need to focus on the explicit teaching of inferential comprehension and writing strategies in the Literacy area. In Numeracy the focus will be on supporting the professional learning teachers have undertaken in implementing the Newman's Analysis strategies to improve the teaching of the Working Mathematically area of the syllabus.

Technology integration into literacy and numeracy will also enhance student engagement and lesson quality. The 2014 NAPLAN results exceeded all school targets.

Staff professional learning in the areas of syllabus knowledge, quality teaching pedagogy and assessment practices has been a focus in 2014 and will continue into 2015.

Jewells Primary School demonstrates a strong commitment to student wellbeing and has a reputation for excellent transition programs, both at the Early Stage 1 and Stage 3 levels. These programs rely on our community partnerships and continued collaboration with pre-schools, and partner high schools.

The primary school experience is supported by a wealth of student leadership opportunities, enrichment programs and cultural experiences to foster responsible citizenship.

We value a positive school culture in both the classroom and playground, to ensure both learning and social cohesion is cherished.

Jewells Primary School has an enrolment of 15 Aboriginal students from Kindergarten to Year 6. The staff and students are supported by a strong Aboriginal Education Action Team.

As a member of the Belmont Community of Schools, we deliver an outstanding education for our local children. This relationship with our partner high school and partner primary schools ensures a strong K-12 learning community.

P&C Report

2014 has been a year full of achievements for the P&C. Our ethos is working together to support our children. Our volunteer run canteen has consistently opened 2 days per week and made a profit of $12,000 for the year. The other success in 2015 was the Community Trivia Night, organised by the Fund Raising Committee, which brought the community together for a fun evening that raised approximately $6000 to support the children’s education. As a result of these and other fund-raising initiatives the P&C have been able to donate approximately $50,000 in funds to the school from monies raised this school year.

Donations this year have funded projects both big and small. In order to support the use of technology in the classrooms we have provided $20,000 to purchase Netbook computers and Samsung tablets. We donated $10,400 to pay for the lights under the COLA, technology and Kindergarten programs. A further $15,000 was contributed to provide school resources to support the implementation and teaching of the new Australian Curriculum and NSW English, Maths and Science Syllabuses, improve the playground and to hire our GA Terry an additional 1 day per week in 2015. $2500 was also contributed to fund the trophies, and other awards for Presentation Day. In addition to this we have purchased infrastructure for the canteen including a new fridge $4000, new freezer $1600 and smaller items such as electric frying pans.

Volunteers are the essential ingredient in this success and we warmly thank everyone who has contributed to the success of the P&C initiatives during 2014. We always welcome new faces and value any contributions or ideas. Meetings are held on the 3rd Wednesday of every month during the year.

Mrs Trudy Ramsay (President)
Student information

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

Student enrolment profile

Our student records show that in a total enrolment of 484 students, Jewells Primary School has 27 students, coming from at least 9 different cultural backgrounds. Aboriginal students represent approximately 3% of the school enrolment. This enrolment comprises 231 boys and 253 girls. This year 62 kindergarten students enrolled at Jewells Primary School. Jewells has a low level of student mobility.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>257</td>
<td>250</td>
<td>257</td>
<td>253</td>
<td>251</td>
<td>246</td>
<td>231</td>
</tr>
<tr>
<td>Female</td>
<td>247</td>
<td>256</td>
<td>250</td>
<td>248</td>
<td>257</td>
<td>263</td>
<td>253</td>
</tr>
</tbody>
</table>

Student attendance profile

The following table shows that the overall attendance of the children at Jewells Primary School remains consistent with the Hunter Region and NSW State averages.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
<tr>
<td>State</td>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Workforce composition

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Jewells Primary School 2 teaching staff members have indicated that they have Aboriginal or Torres Strait Island heritage.

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>

Professional learning and teacher accreditation

During 2014 the staff had 3 main Professional Learning programs. Development and implementation of an improved range of staff professional learning opportunities provided the staff with enriched discussion and collaboration sessions to develop teaching resources, improved assessment tasks and refine teaching practices.

Collaborative Discussion sessions, regular stage meetings and online training formed the basis of professional learning. Teaching staff found these sessions relevant and worthwhile, covering a wide range of planning, teaching and assessing aspects of the classroom teacher role.

Mrs Julie Low provided ongoing support in the implementation of the Accelerated Literacy pedagogy for teaching staff to ensure that the school has a consistent approach to the teaching of literacy from K-6.
Staff representatives attended briefing and training sessions to support the implementation of the new Australian Mathematics and Science Syllabus documents in 2015.

During 2014 there were no beginning teachers or teachers requiring accreditation working at Jewells. Several permanent and temporary teaching staff were working to maintain accreditation in the coming years. Support was given in guiding and recording relevant professional learning.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$299674.56</td>
</tr>
<tr>
<td>Global funds</td>
<td>264909.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>171463.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>266207.37</td>
</tr>
<tr>
<td>Interest</td>
<td>9808.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24712.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1036775.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>47174.59</td>
</tr>
<tr>
<td>Excursions</td>
<td>74959.92</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>81133.87</td>
</tr>
<tr>
<td>Library</td>
<td>7958.15</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7781.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>173824.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>85832.37</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>95537.72</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>44526.71</td>
</tr>
<tr>
<td>Maintenance</td>
<td>32727.35</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>26387.66</td>
</tr>
<tr>
<td>Capital programs</td>
<td>43635.96</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>721480.48</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>315294.91</td>
</tr>
</tbody>
</table>

The balance carried forward represents an amount necessary ($41,000) to cover costs associated with financial commitments that will be paid after the 30/11/2014. A significant portion of these funds ($62,000) 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 pest spraying. 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 2014 financial statement is tabled at the annual general meetings of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
Green Team
The Green Team continued its fabulous contribution during 2014, participating in planting, harvesting and caring for our Gorgeous Garden. The garden provided learning opportunities for students, teachers and other members of the school community about healthy sustainable living through growing and harvesting food. Girrinbai Pre-School took advantage of the opportunity to become involved. The children planted many types of vegetables and herbs, visiting the school on a regular basis to tend to their plants. This provided our future students with experiences that developed their knowledge, values and behaviour that supports healthy sustainable living.

Sport
During 2014, the students from Jewells were provided with a wide range of sporting opportunities. Stage based sport options involved many external activities as well as school based sport options. In PSSA Knockouts and competitions, students from Jewells represented at a school, zone, regional, state and national level. There were also K-6 initiatives addressing the link between healthy food options and the need for daily, rigorous physical exercise. The following is a summary of these programs.

Stage Based Sport
2014 again saw a variety of Stage Sport options available to students in years 3-6. Options included- beach swimming and sand games, surfing, basketball, Macquarie Shield netball,
inter-school rugby league, gymnastics and trampolining, taekwondo, futsal, lawn bowls, bike riding, walking, Oztag and circus skills. This wide variety contributed to maximum participation, enjoyment and growth in sport.

Gymnastics
Specialist gymnastics teaching was provided to all students K-6 as part of our Physical Education / gross motor skills program. Selected students were able to enter gymnastics and trampoline competitions. A large number of students represented our school at the Lake Macquarie Gymnastics and Trampolining Competition and were successful in each division. Jewells Primary School was the overall competition winner.

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. We were also able to ensure we had readily accessible sports storage located in each of our play areas. Students are able to access sport equipment at lunch and recess, resulting in more students participating in active games.

PSSA Knockouts
Jewells fielded PSSA Knockout teams in soccer, basketball, touch football, rugby league and netball. The senior rugby league team, were in the regional finals of The Jarrod Mullen Cup and the Hunter A Final of the PSSA all schools Rugby League Knockout.

Representative Sports
Jewells students again achieved highly at a representative level from zone through to national carnivals. Outstanding achievements were:

- Angus Abbo, Ashlyn Blackstock, Sarah Pickering and the Senior Boys relay team consisting of Angus Abbo, McKinlay Geelan, Cruze Cook and Sam Wright representing at State Athletics.
- Ashlyn and Sarah went on to represent NSW at the Australian Championships in Tasmania with Ashlyn proudly bringing home the bronze medal for shot put and 1st place in the shot put relay and Sarah placing an outstanding 4th place in Australia in the 800m and bringing home the bronze medal for the medley relay.
- Meghan Ward and Angus Abbo reached an outstanding level in hockey representing NSW at the Australian Hockey Championships bringing home gold and bronze medals respectively.
- Meghan Ward represented at State Swimming for breaststroke
- Dean Larson represented at the Hunter State Soccer Championships and was selected in the Northern NSW Metro Team and Junior Emerging Jets Squad.
- Hannah Winchester represented the Hunter Region in State Cricket.
- To cap this year off in representative sport, Meghan Ward and Angus Abbo were awarded Hunter Sports Awards for Excellence in the Region.

School Carnivals
In 2014 our carnivals not only provided opportunities for excellence in sport but, promoted fun and participation for all our students. We began the year with our Year 3-6 students loading the buses full of colour and cheer for our swimming carnival at Swansea Pool. Students were encouraged to come dressed in house colours with points awarded for creative and fun costumes that supported their sporting house and with big cheer squad voices and chants to support their team. A very popular event this year was the novelty continuous swim for 50m swimmers, parents and teachers. In addition we had 25m events and plenty of fun filled novelty events for our 25m swimmers.

Our athletics carnival held at Hunter Sports Centre Glendale provided opportunity for all students from K-6 to participate in a fabulous day including novelty and competitive events. We were again supported this year by Tracey Kelty and 35 university volunteers. In 2014 Jewells
Primary School hosted a very successful East Lakes Zone Cross Country Carnival, initiating and setting high standards for healthy canteen options at school carnivals.

Overall 2014 has been an exciting and successful year in achievement, participation and growth in health and sport.

**Aerobics**

This year Jewells Primary School entered 4 teams in Schoolaerobics State Championships. All 4 teams won or were placed in their respective divisions and gained selection to represent NSW in the National Schoolaerobics Championships.

At the National Championships Jewells won 2 National Titles in the Open Division and Pairs Division. The Littlies were placed third in their division and The Open B team was placed fourth. These results made Jewells one of the most successful schools from NSW at the National Championships.

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

The school has gained recognition over the years in this sport being named Hunter Sports Team of the year in 2014.

Jewells Primary is looking forward to continuing the aerobics program in 2015 and is looking forward to the National Championships on the Gold Coast.

**The Junior Choir**

The Junior Choir involves a group of enthusiastic children from Kindergarten, Year 1 and Year 2. They rehearse each Tuesday morning before school at 8.45 am – 9.20 am in the school library, under the guidance of Miss White.

The Junior Choir has performed at assemblies throughout the year. They performed Two Men and A Special Land at the dedication of the Aboriginal Mural. They delighted the audience and judges at the Lake Macquarie Choralfest Choir competition, with their performances of Sing a Little Song and The ABBA Medley, where they were highly commended and placed equal 2nd. They wowed the school community at Spotlight with their performance of The Three Pigs Rap and The ABBA Medley.

The Junior Choir held their final performance for the year at the K-2 Presentation Day Ceremony, where they sang Little Jack Horner and When Santa Got Stuck Up the Chimney.

**The Senior Choir**

The Senior Choir involves a group of dedicated students from Years 3, 4, 5 and 6. They rehearse each Monday morning before school at 8.30 am – 9.20 am, in the school hall, under the guidance of Miss White.

They have performed at assemblies throughout the year. The Senior Choir performed My Island Home at the dedication of the Aboriginal Mural, displaying their wonderful ability to sing harmony parts. They sang Lest We Forget at the school’s ANZAC Day ceremony, which brought a tear to many of our audience member’s eyes.

The Senior Choir impressed the audience and judges at the Lake Macquarie Choralfest Choir competition, with their performances of My Island Home, Ordinary Miracle and The Swine Song, where they came 1st in the Primary Harmony section. They delighted the school community at Spotlight with their encore performance of The Swine Song.

The Senior Choir held their final performance for the year at the Stage 2 and 3 Presentation Day Ceremonies, where they performed Silent Night and It’s Beginning to Look A Lot Like Christmas.

**Academic achievements**

**NAPLAN**

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

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

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

In all areas of reading and grammar the Year 3 group scored above the state average. Of significance is the small number of children scoring in Band 1 (the lowest band) for reading. Sample aspects of reading in which the children excelled included:

- the ability to infer the purpose of a literary description;
- Make inference about a characters feelings and
- Interpreting and linking words with similar meaning.

Aspects of reading which will contribute to program focus in 2015 include:

- Locating information in diagrammatic representation;
- locating directly explicit details in text and
- identification of information missing from an information text.

74% of the children scored in the top 3 bands for reading. This is above the average across NSW.

In writing the Year 3 children as a group scored 7 points below the state average. 68% of the children scored in the top 3 bands which is 3 points below the state average.

Sample areas in which the children excelled included:

- demonstrating cohesive links in writing;
- uses appropriate vocabulary to create a persuasive text
- correct use of full stops and capital letters.

Aspects of writing which will contribute to program focus in 2015 include:

- improving the level of vocabulary used in sentences;
- accurate spelling of difficult words and
- structuring paragraphs in writing.

NAPLAN Year 3 - Numeracy

In all areas of numeracy the Year 3 group scored at or above the state average. Of significance is the small number of children scoring in Band 1 (the lowest band) for numeracy.

73% of the children scored in the top 3 bands for numeracy. This is 7 points above the average across NSW.

Sample aspects of numeracy in which the children excelled included:
• determining the numbers of edges in 3D shapes;
• ability comparing differences in height measurements and
• solving multiplication problems involving money.

Aspects of numeracy which will contribute to program focus in 2015 include:
• identifying numbers in a descending pattern;
• identifying specific routes on a map and
• interpreting information in a column graph.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In reading the Year 5 group scored 13 points above the state average. The year 5 group also scored above the state average in all other literacy areas. Of significance is the small number of children scoring in Bands 3 and 4 (the lower bands) for reading.

69% of the children scored in the top 3 bands which is 4% above the state average.

Aspects of reading in which the children excelled included:
• using inference to determine information from an answer and emotional responses in text;
• direct location of information in a text and
• ability to connect information eg. Identifying the emotional state of a character.

Aspects of reading which will contribute to program focus in 2015 include:
• ability to identify the generic main purpose of a piece of writing and
• inferring the nature of an organization from details in an information text.

In writing the Year 5 group scored 15 points above the state average. Of significance is the small number of children scoring in Bands 3 and 4 (the lower bands) for writing.

69% of the children scored in the top 3 bands which is 9% above the state average.

Aspects of writing in which the children excelled included:
• Consistently making informed attempts at spelling;
• ability to structure persuasive text to engage the reader and
• Use of correct punctuation in writing.
Aspects of writing which will contribute to program focus in 2015 include:

- sustained use of persuasive devices to engage the reader;
- construction of paragraphs that contain a main idea and elaboration and
- consistent and sustained writing of well developed sentences.

Student Progress from Year 3 to Year 5

Student progress from Year 3 to Year 5 is measured by NAPLAN. In 2014 the Year 5 group equaled the State average growth in reading and exceeded the state average by 6 points in writing. 61% equaled or exceeded their expected growth in reading and 74% equaled or exceeded expected growth in writing. Both results are excellent.

NAPLAN Year 5 – Numeracy

In overall numeracy the Year 5 group scored 5 points above the state average. Of significance is the small number of children scoring in Band 3 and 4 (the lower bands) for numeracy.

60% of the children scored in the top 3 bands for numeracy. This is 2% above the average across NSW.

Aspects of numeracy in which the children excelled included:

- interprets simple algebraic relationships;
- identification of missing numbers in a pattern and
- calculations involving use of a calendar.

Aspects of numeracy which will contribute to program focus in 2015 include:

- solving word problems involving proportional reasoning;
- understanding representation of decimals and
- understanding combinations of overlapping shapes.

Student Progress from Year 3 to Year 5

In 2014 the Year 5 group exceeded the State average for growth by 2 points in numeracy. 54% of children equaled or exceeded the expected growth rate. Another excellent effort!
NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 results are relevant to primary schools because they reflect the progress students make during Year 5 and Year 6.

The ex-Jewells students exceeded the state average in reading by 27 points. In writing the year 7 children exceeded the State average by 20 points.

In reading the group excelled in a range of questions requiring the use of Applied Comprehension skills.

In writing the group showed strong skills in the area of vocabulary, sentence structure and use of paragraphs.

NAPLAN Year 7 - Numeracy

The ex-Jewells students exceeded the state average in numeracy by 28 points.

In numeracy the groups showed strong skills in solving problems, estimating volume, applying rules in number patterns and 2D shape analysis.

Minimum Standards

The following tables show that the majority of students in Years 3 and 5 in 2014 achieved at or beyond the minimum standards of achievement expected for students in NSW.

[Graph showing progress in Numeracy between Year 3 and 5]

<table>
<thead>
<tr>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
</table>

Academic Competitions

Students from Jewells Primary School had the option to participate in academic competitions organised by the University of NSW and the Newcastle Permanent Building Society. Student participation and results were excellent.

Students received the following certificates:

**English:**
- Distinction – 1, Credit – 11, Merit – 7

**Mathematics:**
- Distinction – 2, Credit – 15, Merit – 7

**Science:**
- Distinction – 3, Credit – 5, Merit - 2

**Writing:**
- Distinction – 1, Credit – 8, Merit – 1

**Spelling:**
- Distinction – 3, Credit – 7, Merit – 4

**Computer Skills:**
- Distinction – 3, Credit – 5, Merit - 1

Other achievements

**Maths Olympiads**

Students from the Opportunity Class participated in the APSMO Mathematics Olympiads competition. As in previous years student results were excellent. Out of the class, two students received awards; Luke Wigney - a trophy for finishing in the top 10% of the competition and

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>95.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>98.6</td>
</tr>
</tbody>
</table>
Nikki Burgman - an Olympiad Encouragement Award.

Clued up Kids
Six Year 6 students from Jewells participated in the Clued Up Kids competition, finishing as runners-up. Students were given a mock crime to solve over ten weeks and performed a court-room style presentation at Belmont Court House against other schools from the region. Tobin Moore also received the School Ambassador’s Award on the day.

Science and Engineering Challenge
5/6L represented Jewells Primary School at the Newcastle University Science and Engineering Challenge held at Kahibah Public School. Students competed in groups in a number of challenges winning the Champion School trophy.

Significant programs and initiatives – Policy and equity funding
Aboriginal education
All teaching staff have programmed and taught Aboriginal Education Units consistent with the policies of the Dept. of Education and Communities.

The school attendance rate of Aboriginal students is comparable to the school average.

Jewells Primary School was involved in an initiative of the Belmont Learning Community to apply for funding under the Aboriginal Advancement Strategy. If successful this grant will support the implementation of strategies highlighted in the Dare to Lead snapshot report. During 2014 Our Aboriginal Education Action Team was responsible for organizing the dedication of our school mural, NAIDOC celebrations and supporting the writing of PLP’s for all Aboriginal students.

Our NAPLAN Test results show that no Aboriginal students have scored below Band 3 (Yr 3) or Band 5 (Yr 5) in 2014.

Multicultural education and anti-racism
Jewells Primary School has 27 students coming from at least 9 different cultural backgrounds. 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 behaviour records, teacher observations and assessments show that the student behaviour demonstrates tolerance and respect for other cultures.

Aboriginal background
In 2014 15 children with Aboriginal heritage attended Jewells Primary School. Our initiatives are designed to develop and sustain a positive and inclusive school culture.

The School Learning Support Team worked with teaching staff and parents to develop Personalised Learning Plans to support the engagement of Aboriginal children with the curriculum. The goal is to develop a set of strategies which will enable Aboriginal children to achieve at a similar level to Non-Aboriginal students.

As a result of the work of the Aboriginal Education Action Team Jewells PS has improved the quality of teaching and learning for Aboriginal students. This is evidenced through NAPLAN results and PLAN data.

Children needing extra support have benefitted from work with the Reading Recovery Program, specialist Learning and Support Teacher involvement and work with School Learning Support Officers.

Jewells is also involved in the local AECG and responds to advice on the direction of Aboriginal Education programs.

Socio-economic background
The funding received in 2014 has been used to increase the effectiveness of classroom and school organization by providing in-depth professional learning in the implementation of the English and Maths Syllabus of the Australian Curriculum, and the Quality Teaching Framework.

These initiatives have improved the quality of teaching and learning and increased the effectiveness of classroom organization.

Learning and Support
The School Learning Support Team (SLST) has engaged students and their parents/carers in
consultative and collaborative processes to personalise learning and support reflecting student needs. This has resulted in the development of personalized support packages for the children involved.

During 2014 the SLST supported 38 children with a range of physical, emotional and learning needs. The support provided resulted in increased level of students’ participation and engagement in learning.

During 2014 teaching staff received training in the new Disabilities Framework for schools and are now better able to provide reasonable adjustments in the classroom for children. This will result in improved student learning.

School planning and evaluation 2012—2014

School evaluation processes

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

- Regular progressive assessment of children’s learning.
- Analysis of results from Best Start Testing, Class based assessments, Naplan testing and results for a range of academic competitions.
- Surveys of staff and analysis of teaching programs.

School planning 2012-2014:

School priority 1

Improving Literacy

Outcomes from 2012–2014

- Improve student outcomes through evidence based practices, programs and professional learning.
- Support teachers in the understanding and use of effective pedagogies
- Evaluate student performance against explicit targets.

Evidence of achievement of outcomes in 2014:

- Naplan results show Year 3 and Year 5 Reading consistently exceeding the state average.

School priority 2

Improving Mathematics

Outcomes from 2012–2014

- Improved student outcomes through evidence based practices, programs and professional learning.
- Evaluate student performance against explicit targets.
- Support teachers in the understanding and use of effective pedagogies.

Evidence of progress towards outcomes in 2014:

- Naplan Mathematics results show that Year 3, Year 5 and ex-students in year 7 exceeded the state average.
- School assessments show improved ability of senior students to solve mathematics problems.
- Development of resources to support the implementation of the new Mathematics Syllabus.

Strategies to achieve these outcomes in 2014:

- Teacher Professional Learning providing targeted support for classroom teachers in literacy.
- Improved quality of assessment tasks and consistency in judgment.
- Purchase of up-to-date resources to support literacy.
School priority 3
Aboriginal Education

Outcomes from 2012–2014

- All staff understand the current Aboriginal Education Policy
- Literacy and numeracy levels are consistent with those of non-Aboriginal students.

Evidence of progress towards outcomes in 2014:

- Teaching staff were supported in preparing Personalised Learning Plans for students.
- All students participated in a series of Aboriginal cultural experiences for NAIDOC Day.
- Aboriginal students needing support are monitored by the School Learning Support Team.

Strategies to achieve these outcomes in 2014:

- Improve monitoring process for Aboriginal Personalised Learning Plans.
- Prepare differentiated class resources to support use of local Aboriginal Dreamtime Stories.
- Provide targeted intervention for Aboriginal students not reaching benchmarks in reading, writing and mathematics.

School Priority 4
School Leadership and Management

Outcomes from 2012–2014

- Develop a cohesive leadership team
- Instructional leadership
- Improved student learning outcomes through evidence based approaches to planning, implementation of quality systems to support student learning and enhanced leadership capacity for all staff.

Evidence of progress towards outcomes in 2014:

- Improved communication between executive staff.
- Improved professional learning opportunities organised by assistant principals.
- Developed and implemented a process for selecting teaching staff to relieve as assistant principal.

Strategies to achieve these outcomes in 2014:

- Regular executive discussion of educational research and its application.
- High level of professional trust and collaboration displayed by executive staff.
- Executive staff engage in relevant professional learning.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents have been surveyed on a range of school initiatives including the Showcase Performance, Dance Program and Learning Support for students. This was undertaken through use of Google form surveys, discussions with parents and analysis of responses.

The overwhelming result of parent feedback is positive, particularly in the way children’s learning is supported and the efforts made by the school to reduce costs associated with education without losing the value of programs such as Gymnastics and Dance.

Teachers have provided feedback through stage meeting discussions about a range of educational and teaching aspects. All teachers value the opportunity to contribute to discussions and have their opinions and ideas considered when decisions have to be made.

Interactions and discussions with the senior students during the year indicate a high level of satisfaction with the school, their teachers and educational opportunities. Of note were Spotlight, Canberra Trip, opportunity to represent the school and the annual mini-fete. The Parliamentarians enjoyed their responsibilities throughout the year, particularly ANZAC Day.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school staff has undertaken an extensive analysis of comments from parents, student progress information and the reforms being implemented by the Department of Education. From this information we have determined the following strategic directions for Jewells Primary School:

- To ensure that educational experiences prepare students for learning and working in the 21st century.
- Students receive high quality educational experiences from well supported, and trained teachers and leaders with the capacity to deliver excellent syllabus outcomes.
- To develop strong partnerships with our school community to support educational outcomes for students

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.

Mr L.Corrigan. Principal
Miss Deb Hall. Assistant Principal
Mrs T. Ramsay. P&C president
Mrs K.Clarence. Parent
Ms Sam Burt. Classroom Teacher

School contact information

Jewells Primary School
Lepton Parade, Jewells. 2280
Ph: 02 4948 7300
Fax: 02 4947 1316
Email: jewells-p.school@det.nsw.edu.au

School Code: 4469
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: