School context
Jamisontown Public School, situated in South Penrith, has 330 students enrolled from Kindergarten to Year 6. A majority of students are from English speaking backgrounds, however, a small number of students identify as Aboriginal or Torres Strait Islander (ATSI) and a slightly larger number are from non-English speaking backgrounds. There is some mobility throughout the year, however most students attend Jamisontown Public School from Kindergarten to Year 6.

Jamisontown Public School provides a caring, child-centred environment within which everyone has a sense of belonging. The school is committed to creating a learning community that is safe, tolerant and supportive for all. Learning is an on-going process in which learners increasingly take responsibility for their own education. All students are taught to develop the self-discipline necessary to become independent life-long learners. Our core business is effective teaching and learning to enable all students to make gains in achievement. The key strategies to achieve our purpose are continual professional learning, the implementation of effective teaching and learning programs, professional discussion and RESPECT FOR ALL.

Principal’s message
This year, 2013, has been a time of great achievement at Jamisontown Public School. The high achievements of the students reflect the work our teachers have put in over the past few years in collaboratively identifying areas requiring attention, planning effective teaching / learning programs, accurately benchmarking student achievement, constructing a variety of appropriate assessment tasks and evaluating student achievement.

The parent community continues to support the school’s endeavours by assisting with the learning programs in the classrooms and within the wider community. As members of the Parents and Citizens (P&C) Association, our community members have provided outstanding support to the school, particularly as a result of the many fundraising ventures held over the year.

The staff remains the foundation of our school. They continue to work hard and take on their responsibilities with passion and commitment. Each and every day they share their time, talents, experience, expertise, knowledge and skills with the students in a large range of areas. Some of these areas include student welfare, curriculum development, technology, creative arts, public speaking and debating, sport and many more.

This Annual Report provides the details and the results of a variety of programs that have been implemented in the school this year.

It is my pleasure to share our achievements with you as well as to recognise the value of public education within our 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.

Mrs Lorraine Segula

P & C message
This year has been an extremely busy year for the P&C, with both fundraising and other great events being organised.

This year we continued to run our annual Mothers’ and Fathers’ Day stalls and the ever popular school discos in terms 1, 2 and 3. Following feedback from parents we also conducted our first school fete after many years. This event proved to be extremely popular for all the students and became a great Jamisontown community event on the day.

The P&C continued its role in the area of advocacy with its continued support of the Gonski review and its implementation.

The commencement of the transformation of the back school playground commenced in Term 3 of this year and what a great achievement this was. The students of Jamisontown not only have a great quiet area where they can sit in comfort on ‘real’ grass, but also have the opportunity to participate in a game of Chess. A not so obvious but very necessary part of the improvements were the placement of irrigation lines for automatic watering across the greater play area. This work was the foundation for future
improvements and necessary for the long term maintenance and success of the area.

I would like to personally thank all of the parents, care-givers and staff of the Jamisontown school community who supported not only the P&C but myself during the past year. The P&C would not have achieved the outcomes it did in the past 12 months without this ongoing support.

Thelma O’Donoghue, President

Student Representative’s message

The Student Representative Council (SRC) continued throughout 2013 with each class from Early Stage 1 through to Stage 3 having a representative elected to the SRC. These students joined our student executive leaders to form the Jamisontown SRC.

The focus this year was to continue raising awareness of those less fortunate than ourselves. Initiatives in 2013 are detailed below.

A coin donation drive where much needed funds were raised for Stewart House. Students enjoyed this activity and willingly contributed their coins. Students again participated in the Stewart House clothing appeal.

Following the devastating bushfires within and around our local areas, the SRC ran a mufti day to raise funds to assist the school communities affected by these fires. Students and staff dressed in red, orange and/or yellow to show our support and that students can help students.

At the end of the year SRC representatives compered and ran the Jamisontown Charity Concert. Entry to the show was a donation of non-perishable food items which were then presented to the local Penrith Kitchen. These foods were used to provide a special Christmas lunch for local homeless people.

Our fortnightly assemblies were an ongoing responsibility of the SRC Executive as was meeting and greeting visitors to our school.

Lorraine Segula

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

![Student enrolment profile chart]

Student attendance profile

![Student attendance profile table]

Management of non-attendance

Attendance is monitored each day by the class teacher. Class rolls are marked daily with absences recorded both manually and electronically. Parents are asked to explain absences, in writing, on the day their child returns to school.

Students with a high rate of non-attendance are referred to the Home School Liaison Officer (HSLO) for intervention. Action plans are devised to identify ways to improve the attendance of some students.

Under the new policy guidelines of the Department of Education and Communities, parents are able to seek exemptions for their children. This is appropriate, for example, when a child has an illness and is away for longer than 15 school days or where families may be travelling for more than 15 school days. Exemptions up to 50 school days can be approved by the principal and absences longer than 50 days are required to be approved by the relevant Director, Public Schools. Where exemptions are granted, the absences do not count in attendance data for the school.
Workforce information

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

The table below shows the number of staff at Jamisontown Public School throughout 2013. Some of these positions are part-time and some teachers take on dual roles within the school.

Workforce composition

<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>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Relief from face to face teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian(s)</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer(s)</td>
<td>3</td>
</tr>
<tr>
<td>School Learning and Support Officers(s)</td>
<td>2</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
</tbody>
</table>

Two teachers retired and a Learning and Support Teacher (LaST) position became available. One class teacher vacancy and the LaST position were filled through Merit Selection this year. The other teacher position will be filled early in 2014.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Jamisontown Public School does not have staff members who are of an Indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Teachers in their first year of teaching are classed as Early Career Teachers. These teachers are required to go through an accreditation process through the NSW Institute of Teachers by meeting the National Professional Standards for Teachers. Once the proficient level has been attained, teachers must maintain their accreditation each year and are then known as New Scheme Teachers.

<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>16</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>20</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>198392.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>244970.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>121925.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>78428.67</td>
</tr>
<tr>
<td>Interest</td>
<td>6715.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>531764.82</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1182196.06</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>5381.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>36304.46</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20947.75</td>
</tr>
<tr>
<td>Library</td>
<td>11867.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>122776.85</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>33341.09</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>109099.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>37896.84</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14436.71</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>503371.63</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7422.33</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>902845.69</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>279350.37</td>
</tr>
</tbody>
</table>

Jamisontown Public School holds funds for the Department of Education and Communities, over and above its own school funds. These funds are held in the trust account and are not available for school use.

The current school canteen lease will end in February 2014. The school advertised for tenders in November this year. Neat Eats was the successful in this process and has accepted a lease agreement for four years with an option of a further one year. The new lease will begin in February 2014.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Academic achievements

NAPLAN

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

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

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

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

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

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

NAPLAN Year 3 - Literacy

The graph above shows the achievement of Year 3 students in Reading. These are expressed as percentages in each band. 73% of students who sat the assessment achieved in the top three bands, which is higher than the 2009 – 2013 average.

NAPLAN Year 3 - Numeracy

The graphs below compare students who sat the Year 3 Reading and Writing NAPLAN assessments in 2011 with their results after sitting the 2013 NAPLAN test.

Progress in this aspect of the data is measured in low, middle or high growth.

NAPLAN Year 5

Progress in literacy

The graphs below compare students who sat the Year 3 Reading and Writing NAPLAN assessments in 2011 with their results after sitting the 2013 NAPLAN test.

Progress in this aspect of the data is measured in low, middle or high growth.
Other achievements

SPORT

Jamisontown Public School students have had another year full of wonderful sporting opportunities in 2013. These various activities enable the students to develop necessary skills to lead an active lifestyle as well as to provide them with the opportunity to showcase their talents at school events and within the wider community.

The annual swimming, cross country and athletics carnivals saw great success for our students with many going on to represent our school at a district level. Further success was also attained this year with some students representing our school at regional and state carnivals.

In 2013 our students have continued to enjoy our school sport program including ultimate Frisbee, tennis, kanga cricket, AFL, tee-ball and netball. Students also participated in the weekly Penrith PSSA competition where some teams achieved success as finalists and our senior AFL team became premiers. Students were also selected in various district PSSA teams and one student proved talented enough to be selected for a state team.

Both students and teachers enjoyed taking part in AFL, tennis and rugby league clinics along with the Footsteps dance program, Paul Kelly Cup and the school swim scheme.

MUSIC

This year Jamisontown Public School was fortunate to have two choir teachers and therefore able to extend opportunities for more than 96 students to participate in choir. Mrs Tapuska and Mrs Rhodes worked together in preparing three choirs for their performances at school, local and state-wide events.

2013 brought about the introduction of a Stage 1 choir who sang and danced for the first time on the stage of the Joan Sutherland Performing Arts Centre at the Penrith Valley Performing Arts Festival. This festival also provided an opportunity for over seventy of our Stage 2 and 3 choir students to sing as part of a combined choir with students from all over the Penrith region.

Our Choral Festival Choir also performed an individual item in the Penrith Valley Performing Arts Festival. This was in addition to their successful audition into the Festival of Choral Music held at the Sydney Opera House. This Jamisontown choir performed alongside several hundred other students from all across New South Wales in an epic performance of choral singing.

To sing at the Opera House for some people is a once in a lifetime experience. Eleven students from Stages 2 and 3 auditioned and were successful in gaining a place as part of the Western Sydney Combined Primary Choir in the PULSE Showcase of Creative and Performing Arts Excellence. The Pulse Concerts held at the Opera House each year are a testament to the talent in our public schools and thoroughly enjoyed by all audiences.

Mrs Tapuska is very talented within this sphere and prepares our choirs for these performances with great skill. The expertise that Mrs Tapuska shows has been recognised, not only by our own school community, but also by leaders within Western Sydney Region and the Department of Education and Communities Arts Unit. Mrs Tapuska conducted the Penrith Valley Performing Arts Festival Combined Choir at the Joan Sutherland Centre and the Combined Primary Pulse Choir at the Sydney Opera House.

DEBATING

Jamisontown Public School participated in the Penrith Valley Debating Competition for the third year in 2013. This year our team consisted of one Year 5 student and five Year 6 students. The team began their preparation by attending a Debating Workshop at Blaxland East Public School in April. This workshop, which was run by the Department of Education and Communities Arts Unit, introduced the debaters to several key strategies in the preparation and delivery of an effective debate. Throughout terms 2 and 3 the team competed against schools within the Penrith Valley District. Topics for debate this year were once again varied and topical, including ‘Zoos should be banned’ and ‘Electronic games are bad for children’, and the most hotly argued topic, ‘Graffiti is a form of art’. The Jamisontown team spent many hours during lunch, recess and at home developing their skills and practicing the key elements of writing arguments, public speaking, persuading opinion and rebutting arguments. At the completion of the competition, the students were pleased with their results and proud of their development. We look forward to continuing our debating program in 2014.
UNIVERSITY OF NSW COMPETITIONS

In 2013 a small number of Year 3-6 students took up the opportunity to sit one or more of the University of NSW Competitions. These included Writing, Science, Mathematics, English, Spelling and Computer Studies. Overall, Jamisontown Public School achieved two High Distinctions, two Distinctions and nine Credits. Students were presented with certificates at whole school assemblies to acknowledge and recognise their successes.

Significant programs and initiatives

Aboriginal education

Aspects of Aboriginal culture, history and contemporary Aboriginal Australia have been integrated across the curriculum. The school library, as well as classrooms, contain numerous resources to support the development of an appreciation of Aboriginal heritage and history. Student knowledge of traditional and contemporary issues continues to be richly influenced through the study of Human Society and Its Environment units.

Personalised Learning Programs (PLPs) developed in previous years were reviewed throughout 2013 to assess progress within action plans and to identify further goals to be achieved.

Multicultural education

Jamisontown Public School is an inclusive school community and promotes a racism free learning and working environment. The nomination and training of an Anti-Racism Contact Officer (ARCO) assists in allowing students an avenue to discuss any multicultural issues they may experience.

The school actively promotes opportunities for the students to participate in learning outcomes exploring our diverse and shared Australian culture. Multicultural perspectives and specific cultural studies are incorporated into and taught within our Human Society and Its Environment (HSIE) curriculum. Broad learning experiences examining and celebrating languages, cultures, beliefs and traditions in our English, art and music programs further enhance our students’ understanding and tolerance of cultural diversity.

National partnerships and significant Commonwealth initiatives

During 2013 Jamisontown Public School received extra funding from the Commonwealth Government under the Improving Literacy and Numeracy National Partnerships (ILNNP) program.

This funding allowed teaching staff to participate in a range of professional learning activities in the areas of Reading and Comprehension. Through this program teachers were provided opportunities to engage in a variety of programs that enhanced their teaching knowledge and understandings, which will ultimately have positive impact on the students’ achievement levels.

Early stage 1 and stage 1 staff participated in the following activities:

- reviewing the Teaching Comprehension K-2 modules;
- examining how the English syllabus of the Australian Curriculum and the English continuum complemented each other in regards to Comprehension;
- collaboratively developing, implementing and reviewing a stage appropriate Comprehension program;
- performing demonstration lessons for colleagues with constructive feedback, ideas and suggestions provided; and
- sharing resources and ideas in Guided Reading to support staff in programming and planning.

Stage 2 and stage 3 staff participated in the following professional learning:

- two staff members were trained by Western Sydney Consultants in the Focus on Reading – Phase 1 Program, who then in turn, trained staff members back at school;
- building knowledge of the Super Six Strategies of Comprehension and implementing these in class programs;
- examined how the English syllabus of the Australian Curriculum and the English continuum complemented each other in regards to Comprehension; and
- developed units of work reflecting the English syllabus of the Australian Curriculum.
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:

- written surveys of teachers, parents and students;
- formal and informal discussions; and
- committee reviews of school plans and actions.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

To improve achievement levels in Literacy for all students.

Evidence of progress towards outcomes in 2013:

- a high percentage of students showing average to high growth across literacy areas from Year 3 (2011) to Year 5 in 2013 NAPLAN;
- in NAPLAN 97% of Year 3 students achieved above the national minimum standards for Writing, as well as for Grammar and Punctuation, with 95% achieving above these standards for Reading and Spelling;
- 95% of Year 5 students achieving above the national minimum standards for Reading and Spelling;
- professional development for staff on all on-line modules on the Australian Curriculum, English;
- early stage 1 and stage 1 staff plotting literacy progress on the continuum.

Strategies to achieve these outcomes in 2014

- staff will continue participation in extensive professional learning in Reading and Comprehension through the Improving Literacy and Numeracy National Partnerships program;
- participation in Focus on Reading – Phase 2 for stage 2 and stage 3 teachers;
- full implementation of the English syllabus for the Australian Curriculum through stage based units of work;
- incorporating the Super Six Strategies of Comprehension into all class programs; and
- plotting all students on the Literacy Continuum through PLaN software and using this to inform future teaching.

School priority 2

Numeracy

Outcomes from 2012–2014

To increase achievement levels in numeracy for all students.

Evidence of progress towards outcomes in 2013:

- 100% of Year 3 students achieved above the national minimal standards for numeracy in NAPLAN; and
- 64% of Year 3 students who sat the Numeracy assessment achieved in the top three bands in NAPLAN, which is higher than schools that are classed as similar schools on the My School website.

Strategies to achieve these outcomes in 2014:

- professional development for staff on all online modules of the Australian Curriculum, Mathematics;
- comparing and contrasting the Australian Curriculum, Mathematics with the current syllabus to develop a scope and sequence ready for implementation in 2015;
- students grouped for Number across stages to cater for different levels of achievement and abilities; and
- plotting all students on the Numeracy Continuum through PLaN software and using this to inform future teaching.
Professional learning

Professional learning supports teaching staff to competently and confidently plan and teach the curriculum within their classrooms. School development days are held at the beginning of Term 1, Term 2 and Term 3 and at the end of Term 4. These, along with regular staff meetings, stage meetings and activities run by the Department of Education and Communities, provide the basis for staff professional learning.

During 2013 staff have participated in mandatory courses in CPR, Anaphylaxis and Child Protection. On-line modules have also been delivered to staff based on the Australian Curriculum, English as well as the Disability Standards. Stage 2 and stage 3 teachers participated in the Focus on Reading course throughout terms 3 and 4.

Parent/caregiver, student, and teacher satisfaction

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

Students in Years 5 and 6 along with parents were provided the opportunity to participate in the satisfaction survey. Their responses included a 93% to 100% agreement with the statements as outlined below.

Students agreed that school can be fun, they get along with others at school, it is a place they like to be and they enjoy what they do in class.

Parents felt that Jamisontown Public School promotes core values, maintains a focus on literacy and numeracy, and has good student access to computers.

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.

Lorraine Segula Principal
Suzanne Quirk Assistant Principal
Kellie Sydney-Jones Assistant Principal

Beth Gill Assistant Principal
Glynis Hayne School Admin Manager
Thelma O’Donoghue Parent Representative

School contact information

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Ph: 4733 2200
Fax: 4733 1555
Email: jamisonton-p.school@det.nsw.edu.au
Web: jamisonton-p.schools@det.nsw.edu.au
School Code: 4544

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: