School context statement

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

I am pleased to provide a copy of the 2014 Annual School Report. This report highlights some of the programs implemented throughout the year, along with our successes and achievements.

The school motto is Respect For All, which is reinforced in all aspects of school life. A harmonious environment is evident in the school as a result of collaborative efforts of students, staff and the community to ensure positive self-esteem and realistic expectations for all students.

All students are expected to be active and responsible learners in order to realise their potential as contributing members of an ever-changing society and to develop a sense of worth.

The parent community continues to support the school’s endeavours by assisting with the learning programs in the classrooms and, as members of the P&C Association, providing outstanding support to the school particularly as a result of its fundraising ventures.

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.

Lorraine Segula

P&C Message

I extend my thanks to all the members of the 2014 P&C Association. 2014 was once again a busy year covering events such as:-

- the Mothers’ and Father’s Day Stalls;
- the Bunnings BBQ;
- the ever popular school discos;
- the Christmas Raffle; and finally
- our other major fundraiser, the chocolate drive.

The early part of the year saw the completion of the back playground project with the new chess pieces being made available and now being enjoyed by our students. Improvements such as the Toss Ball Tower will be erected in the back playground in early 2015. In addition, the agreed purchase of new playground equipment will further add to the diversity of the playground for the students.

I would like to thank you all for giving up your personal time, not only to attend the meetings, but to pull together the fundraising events we have conducted in the past year.

As the 2014 President of the Jamisontown Public School P&C Association, I have been very proud to have led such dedicated parents and teachers with the united goal of improving the educational opportunities and the environment in which our students can learn.

I would like to personally thank all of the parents, care-givers and staff of the Jamisontown Public 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 information

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

Student enrolment profile

As indicated in the graph below, the overall attendance rate of our students has continued to be above state averages. In 2014 this was well above with Jamisontown Public School average 96% and state average 94.8%.

Management of non-attendance

The school communicates with families regarding student absences on a regular basis. The Home School Liaison Officer receives referrals from the school indicating students whose attendance is causing concern. 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 absent for longer 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. Where exemptions are granted, the absences do not count in attendance data for the school. However, these absences are recorded in the class roll and included on student progress reports each semester.

Class sizes

The following table shows our class sizes as reported at the Class Size Audit conducted in March 2014.

Structure of classes

In 2014, thirteen classes were formed. Students in Year 1 through to Year 6 were grouped as stage classes. The Early Stage 1 students were taught in three Kindergarten classes.

Classes were formed with regard to the numbers of students in each year level, students' academic ability, capacity to work independently and consideration was also given to a range of student welfare issues.

Enrolment trends indicate that our school population may remain stable for the following few years.
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 2014. 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 teachers(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Jamisontown Public School has no permanent staff members from an Aboriginal background, however we were fortunate to have one teacher with an Indigenous background at our school during the second semester of the 2014 school year.

In 2014, two permanent staff members were on maternity leave and another two took part-time leave without pay for the year. One member of the School Administration and Support Staff (SASS) continued on long service leave, whilst another worked four days each week.

The vacant class teacher position was filled by an Early Career Teacher.

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 be accredited through the Board of Studies, Teaching and Educational Standards (BoSTES) by meeting the Australian 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>

Professional learning and teacher accreditation

Teacher Professional Learning (TPL) continues to be highly valued at Jamisontown Public School and is an integral part of our school’s effort to ensure the best possible outcomes for our students.

Staff have continued to organise, present and participate in teacher professional learning sessions at the school on a regular basis. Sessions have included both mandatory compliance training as well as areas identified by staff as beneficial to their teaching practice. In addition to Staff Development Days, professional learning sessions are also held regularly, after school, on a range of topics related to school targets within the School Plan. So as to provide all staff and the school with an electronic record of attendance, courses have been scheduled on My@PL whenever possible.

Most courses held at the school are attended by all staff. However, at times courses targeted at specific groups have been organised and proved very beneficial to both the staff involved as well as for the school as a whole. Of particular significance this year has been the participation and successful completion by seven staff in the Focus on Reading course. In 2014 we had one staff member working towards accreditation with the Institute of Teachers. Another staff member has, this year, achieved accreditation making a total of five teachers working on maintaining their accreditation.

In addition to the extensive staff development provided at the school a number of staff also attended professional learning sessions held outside the school. The information gained at these sessions has proved to be valuable to those who have attended as well as to staff at the school with whom information has been shared.

Teacher Professional Learning (TPL) funds this year has totalled $11795.08. Spending occurred in all tied sub-categories namely Beginning Teachers, Use of ICT, Literacy and Numeracy, Quality Teaching, Syllabus Implementation,
Career Development as well as Welfare and Equity. The majority of spending has occurred on casual teacher salaries to enable staff to attend courses as well as to work together in the development of programs and School Plan priorities. Any outstanding funds will be rolled over to the beginning of 2015.

In addition to the tied TPL budget, global funds in Key Learning Areas were utilised to pay casual relief costs and course fees to enable school committee members to work toward achieving targets.

**Beginning Teachers**

In 2014 one Early Career Teacher was appointed permanently to Jamisontown Public School. Another was engaged in a temporary teacher position for two terms.

Funding is allocated to the school for all newly appointed, permanent teachers each year for their first two years of teaching. Extra funding is also provided to allow a teacher mentor to work closely with the teacher throughout the first year.

This funding allows the teacher to be released from class to gain valuable experience through:

- observing other teachers in areas of behavior management, programming ideas, delivery of lessons, the use of a variety of resources, assessment of learning and analysis of data;
- team teaching opportunities with constructive feedback;
- participation in professional learning, engage in professional dialogue and personal reflection; and
- developing a deeper understanding of the policies and practices of the Department of Education and Communities as well as those of the school.

An early career teacher’s induction program, including a professional learning day, was developed in consultation with the teacher, mentor and the Principal. The program identified areas which were discussed, agreed upon, prioritised and then implemented. This informative, inclusive and practical program was implemented throughout the year with support from the teacher mentor.

Throughout the year, the early career teacher was also compiling evidence to achieve accreditation at Proficient Teacher level with the Board of Studies, Teaching and Educational Standards (BoSTES).

**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><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$279350.37</td>
</tr>
<tr>
<td>Global funds</td>
<td>$169433.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$189872.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$105953.07</td>
</tr>
<tr>
<td>Interest</td>
<td>$9065.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$107099.36</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$860773.94</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $4675.11   |
| Excursions                 | $46862.23  |
| Extracurricular dissections| $21634.58  |
| Library                    | $12484.99  |
| Training & development     | $0.00      |
| Tied funds                 | $151044.17 |
| Casual relief teachers     | $54246.56  |
| Administration & office    | $5579.11   |
| School-operated canteen    | $0.00      |
| Utilities                  | $45080.72  |
| Maintenance                | $16725.49  |
| Trust accounts             | $143382.61 |
| Capital programs           | $19308.49  |
| **Total expenditure**      | $571024.06 |

**Balance carried forward** $289749.88

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the Parents and Citizens Association (P&C). Further details concerning the statement can be obtained by contacting the school.

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 new school canteen lease began in February 2014. Neat Eats was successful in the tender process and accepted a lease agreement for four years with an option of a further one year.
School performance 2014

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).

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

Other achievements

The students at Jamisontown Public School are fortunate to be provided with a wide variety of sporting, cultural and performing arts experiences each year by dedicated and enthusiastic teachers. Our students are provided with opportunities to be involved in and demonstrate excellence in sports, dance, public speaking and choir through involvement in school and inter-school activities.

Arts

Music

In 2014, Jamisontown Public School was represented by a combined choir of 43 students from Years 3 to 6 at the Penrith Valley Performing Arts Festival, held at the Joan Sutherland Performing Arts Centre. This festival provided our students with an opportunity to perform in a massed choir of over 150 voices from students across the Penrith region. These students were dedicated to attend weekly choir rehearsals and combined rehearsals with a number of schools throughout the year to work towards this amazing performance.

In addition, twelve of these students from our Jamisontown Public School Combined Choir auditioned and were successful in gaining a place as part of the PULSE Showcase of Creative and Performing Arts Excellence. These students performed alongside several hundred primary and secondary students from across the Western Sydney Region in a combined choir. 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 performers and audiences alike. To sing at the Opera House for some people is a once in a lifetime experience.

Mrs Tapuska is very talented within this sphere and with the support, assistance and dedication from Mrs Rhodes, 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 the Department of Education and Communities Arts Unit. This year Mrs Tapuska conducted the Penrith Valley Performing Arts Festival Combined Choir at the Joan Sutherland Centre and the Festival of Choral Music and Combined Primary Pulse Choirs at the Sydney Opera House.

2014 also saw our whole school involvement in Australia’s biggest school initiative: Music Count Us In, with more than 500,000 participating students from over 2,100 schools nationwide. Music education has been proven to improve students’ self-confidence, self-discipline, teamwork, engagement and even school attendance. Music: Count Us In brings teachers, parents, students and the music industry together in celebration, as more than half a million people unite to sing the same song at the same time, right across the country. This year’s uniquely written song piece was called “Let me paint you a song”.

This year our school took up the opportunity to perform as part of the Jamison High School Showcase held in November. The choir presented a number of songs to a large audience and promoted our school within the wider community. This was a successful endeavour which was enjoyed by students and parents alike.
Dance
This year a dance group was formed with stage 2 students showing their dance steps both within the school and the wider community. Miss Kinman and the dancers presented their dance at the Education Week concert, as well as part of the Jamison High School Showcase. The dancers were well received by the audience and all thoroughly enjoyed the experience. It is anticipated that a dance group will continue to show the talents of Jamisontown Public School students throughout 2015.

Sport
Throughout the year Jamisontown Public School students have been given the opportunity to be involved in various sporting activities. These 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 twilight swimming carnival along with the 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 students representing our school at regional carnivals.

In 2014 our students have continued to enjoy an exciting school sport program including tee-ball, tennis, ultimate frisbee, cricket, handball and rugby baseball. Students also participated in the weekly Penrith PSSA competitions in soccer, cricket and netball and two new competitions in newcombe ball and basketball. The junior soccer team reached the finals and both junior and senior netball teams won premiership titles. Some students achieved state representation in PSSA tennis and rugby union teams.

Students have also had the opportunity to participate in extra sport and fitness activities this year to encourage and develop their skills. Some students enjoyed taking part in the Panthers on the Prowl Program, the school swim scheme and our school was involved in the Tennis Hot Shots program which provided us with valuable coaching and resources for the future.

Significant programs and initiatives – policy

Aboriginal education
Aboriginal education incorporates the delivery of quality learning activities to Aboriginal students in schools and providing education about Aboriginal Australia for all students. It also involves Aboriginal cultural education for staff and working with the local Aboriginal community as partners in Aboriginal education and training.

During 2014 Jamisontown Public School was involved in the following.

- The formation of a Koori Kids Club.
- Personal Learning Plans (PLPs) for all Aboriginal students reviewed and/or developed, then implemented and evaluated.
- Quality Aboriginal teaching and learning programs continued to be implemented through Literacy and Human Society and Its Environment in all classes K-6.
- Additional resources and artefacts were purchased for display and use within classrooms to supplement activities.
- NAIDOC week and its significance were promoted to all students.

Multicultural education and anti-racism
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 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.

A trained Anti-Racism Contact Officer (ARCO) was available on site throughout the year to investigate complaints of a racial or discriminatory nature, however none were reported.
Significant programs and initiatives – equity funding

From 2014 and in line with the Local Schools, Local Decisions education reform, schools have received equity funding through the Resource Allocation Model (RAM). Jamisontown Public School received the following funding.

Aboriginal background

A Koori Kids Club was formed under the direction of an Indigenous teacher. These students met with the teacher regularly to work together to further develop their knowledge, understanding and awareness of their culture and heritage. The group produced an attractive art work which was entered into a local Aboriginal Art Display and Competition, successfully being awarded first place. This art work is now proudly displayed in our school hall. The Koori Kids Club also presented an entertaining Aboriginal dance item at the Education Week concert. Other successful ventures included the planting of a bush tucker garden and a visit to the local pre-school, which provided a wider community focus.

A whole school incursion was arranged and held to further raise awareness of Aboriginal culture within all students. This was a whole day activity where students participated in a welcome smoking ceremony, welcome dance, boomerang throwing, face painting and learning about bush survival.

The RAM Aboriginal Education funds were used to release the teacher on a regular basis to work with the Koori Kids Club, supplement the Aboriginal group incursion and to purchase resources and artefacts to support class programs as well as the purchase of supplies to produce the art work. This funding has resulted in:

- strengthened partnerships between the school and Aboriginal families;
- a sustained, positive and inclusive school culture developed; and
- increased Aboriginal students’ participation and engagement in learning.

Socio-economic background and low level adjustment for disability

Funding for these programs has supported the employment of an extra Learning and Support Teacher (LaST) throughout 2014. All support teachers are members of the Learning Support Team which meets fortnightly to discuss and address the learning needs of students who have been referred by their class teacher and/or parents due to academic, social and/or attendance concerns.

The Learning Support Team works through collaborative consultation and is made up of the Principal, the school counsellor, Learning and Support Teachers, as well as a representative from each stage of learning.

As a result of referrals, students are aided with appropriate levels of support. These include identification of student needs, development of individualised plans and goals, use of funding to employ support teachers and School Learning Support Officers, facilitation of training and development of school staff and liaising with parents to determine what help may be gained from outside agencies.

The Learning Support Team at Jamisontown Public School is committed to the provision of quality programs and successful learning outcomes for all students.

Other significant programs and initiatives

Student Wellbeing

Our school rules:

- Be Safe;
- Be a Learner; and
- Be respectful

were further developed throughout the year with the development of a matrix which details how students can follow the rules in many different areas of the school. The matrix clearly defines what each rule can “look like” around the school. Photographs were displayed in the corridors, outside classrooms and in outdoor areas showing students following the school rules. These proved to be valuable reminders of how everyone can
obey the school rules and set positive examples for others.

**Premier’s Reading Challenge**

The NSW Premier’s Reading Challenge is a Government initiative to encourage students to develop a love for reading. It is not a competition, but a challenge for students to read, read more and read more widely. Students from Kindergarten to Year 2 are required to read 30 books from a selected booklist while students in Years 3 to 6 are required to read 20 books from a similar list.

Jamisontown Public School once again enjoyed outstanding success as students completed the challenge. Students were encouraged to enter their books online both at school and at home. Students who have completed the Challenge for four consecutive years received a Gold Award. All students K-6 are encouraged to participate to the best of their ability and awards received in this program are highly valued.

**Student Representative Council**

The Student Representative Council (SRC) continued throughout 2014 with each class from Kindergarten to Year 6 having a representative elected to form the Jamisontown Public School SRC.

The focus this year was to continue raising awareness of those less fortunate than ourselves. Initiatives in 2014 included:

**Stewart House Mufti Day**

Students had the privilege of wearing mufti to school instead of their school uniform for a coin Stewart House Mufti Day donation. This fun day successfully raised $369.50

**Bear Cottage Super Hero**

Students had the privilege of wearing their own super hero costume to school instead of their school uniform for a coin donation. A colouring-in competition and cloak decorating workshop was also included. The cloaks being for the Principal and an Assistant Principal. This fun day successfully raised $648.20

**National Bandanna Day (NBD)**

The SRC sold bandannas to the students before school in the week leading up to NBD. On Friday 31st October all students and teachers wore their bandannas to support ‘CANTEEN’ raising a total of $992.00

The SRC ran an end of year Jamisontown Charity Show. The entry fee to attend the concert was a donation of non-perishable food items, which were later presented to a local community kitchen in order for them to prepare a Christmas lunch for less fortunate people.

The SRC were involved throughout the year actively promoting each initiative. They did this by informing their classes of upcoming fundraisers, designing and displaying posters throughout the school.

Our fortnightly assemblies were an ongoing responsibility of the SRC Year 6 Student Leaders as was meeting and greeting visitors to our school.

**Reading Recovery**

Reading Recovery is an early intervention literacy program designed as a second chance for students who, after one year at school, have shown some difficulty in literacy learning. It aims to accelerate their learning to average levels of performance for their classroom. It teaches them how to continue to learn more about reading and writing from their own efforts when they are no longer in the program.

The students on Reading Recovery receive, in addition to classroom instruction, thirty minutes of daily individual teaching in reading and writing which is designed to bring them to the class average within twenty weeks.

During 2014, 11 students in Year 1 were offered as placement on the Reading Recovery program. Most students were successful (99%) with remaining students offered ongoing support.

Ongoing monitoring up to the end of Year 3 is carried out with the most students displaying improvement in reading and writing, on previous levels.
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:

School priority 1
Literacy

Outcomes from 2012–2014
To improve achievement levels in Literacy for all students.

Evidence of achievement of outcomes in 2014:

- a high percentage of Year 5 students showing average to high growth across literacy areas from Year 3 (2012) to Year 5 in 2014 NAPLAN;
- the average progress in reading for our school was 101.5 points, which was well above the state score of 78.8 points;
- in spelling, our school scored an average progress score of 89.9, whereas the state average was 80.6 points; and
- with an average progress score of 103 in grammar and punctuation, our school scored well above the state average of 79.5.
- an acknowledgement that the super six reading comprehension strategies were an effective way to enhance comprehension skills in our students.

Strategies to achieve these outcomes in 2014:

- continued staff participation in extensive professional learning in comprehension and reading through the Improving Literacy and Numeracy National partnership program;
- participation in Focus on Reading – Phase 2 for stage 2 and stage 3 teachers;
- full implementation of the English syllabus of 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 information to inform future teaching.

School priority 2
Numeracy

Outcomes from 2012–2014
To increase achievement levels in numeracy for all students.

Evidence of achievement of outcomes in 2014:

- in numeracy, a high percentage of Year 5 students showed average to high growth from Year 3 (2012) to Year 5 in 2014 NAPLAN;
- the average progress in numeracy for our school was 92.8 points, which was above the state score of 89.1 points; and
- staff catering more effectively for student’s individual needs through ability based number groups across each stage level.

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.

Parent/caregiver, student, and teacher satisfaction
Jamisontown Public School is always looking to improve what we do in our core business. We constantly talk to our parents and community, students and staff to determine our strengths and areas for development and to continue to strive for excellence. The school always welcomes
feedback on activities and programs. We enjoy an outstanding reputation in the wider community and value the input of our students in determining the path of their learning journey.

In 2014, the school sought the opinions of parents, students and teachers about the school. Formal and informal discussions, surveys, parent meetings and anecdotal evidence were utilised to collect this data.

Their responses are presented below:

- the school is highly regarded within the community;
- that students feel proud to be members of the school;
- parents, students and teachers believed that the school presents a professional image and that the school tone is positive;
- parents like the way they were welcomed into the school and the way the school connected to its community;
- students, staff and parents/carers agreed that they shared positive relationships; and
- that the school provides important learning opportunities (academic, social and physical) that will prepare students for the future.

The majority of parents, staff and students indicated they were extremely satisfied with Jamisontown Public School.

**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 community has nominated the following strategic directions for the 2015-2017 School Plan:

- Innovative Quality Teachers;
- Respectful Engaged Learners; and
- Building a Strong Collaborative Community.

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

**School contact information**

Jamisontown Public School
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Ph: 4733 2200
Fax: 4733 1555
Email: jamisontown-p.school@det.nsw.edu.au
Web: jamisontown-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: