School context statement

The village of Jugiong is situated on the Murrumbidgee River, along the Hume Highway between Yass and Gundagai.

Jugiong Public School (JPS) is a small, isolated rural school in the Cootamundra Principal’s Network. It is a proud member of the Murrumboola Learning Community.

The school provides an education for students drawn predominantly from the rural areas surrounding the village.

JPS encourages, and enjoys a strong community and parent partnership to provide meaningful and relevant learning opportunities for the students. The community is supportive of the school and value the opportunities provided in a small school setting.

Students at JPS are involved in learning experiences that foster active learning and establish confident, creative individuals who are active and informed citizens.

The school has a commitment to maximising the numeracy and literacy outcomes of students, to the use of technology to support the wider curriculum and to the development of music and dance as a school initiative.

Principal’s message

‘Believe in Fresh Starts and New Beginnings’

I began my first newsletter as relieving principal with this quote as 2014 has been a year of fresh starts and new beginnings at Jugiong Public School.

- for Mr Peck, as he ends a fine career and begins new adventures in life.
- for Mrs Weston as she takes a different direction in her career at JPS.
- for Ms Naomi Yu who joins the team at JPS in 2015 as a classroom teacher.
- for me as I began a new journey as Relieving Principal at JPS in May.

So, where did the year go? The To Do list seemed never ending and sometimes overwhelming, but that’s what change and new beginnings are all about. Accepting the challenges, working your way through them and celebrating your achievements. And... there are so many achievements to celebrate in our school.

Today’s Kindergarten students will be retiring around the year 2067. We have no idea what the world will look like in five years, much less sixty years, yet we are charged with preparing our students for life in that world. Education in NSW has entered a brave new and exciting world that is focused on the needs of the 21st century children - your children.

The goals of our schools in the 21st century are to promote equity and excellence and to enable all young Australians to become successful learners, confident and creative individuals and active and informed citizens.

As teachers, we are working with students referred to as ‘digital natives’, children whose entire lives have been immersed in the 21st century media culture. They are the iKids and truly global citizens.

Achieving these educational goals is the collective responsibility of governments, school sectors and individual schools as well as parents and carers, families and the broader community.

The JPS community has already played an important role in the process to develop the direction of education for the children of Jugiong through their input into the 2015-2017 School Plan.

Responses to consultation have enabled us to set strategic directions for student learning at JPS. Our banner says it all: EXPLORE, DISCOVER, LEARN, and our plan will enable us to reduce the effects of isolation and cater for the specific and individual needs of the students.

In 2014 we celebrated many successes. Every student set and achieved goals academically, in sport and social and emotional learning, often going beyond what they thought they could do to reach that Ah Ha moment.

The commitment and professionalism of the staff at JPS to provide your children with a comprehensive education is exemplary. Every staff member at JPS celebrated reaching personal and professional goals in 2014. Perhaps the biggest professional and personal highlight was that of Mrs Brooker as she guided our students to become accomplished in playing recorders. Her face said it all as the children performed as part of the Festival of Instrumental Music at Sydney Opera House!

My thanks must also go to my team who have allowed me to run with my vision for the school.
and to Richard Hyles and the P&C who have supported me to bring some of my ideas to fruition. The blinds in the primary classroom are so appreciated and our trip to Jamberoo was a day to be remembered.

This is such a strong, supportive school community. I am continually astounded at the support the community gives to the school and each other. It is one of the joys of being part of a small rural community.

As with all communities people leave their mark and I’d like to thank some of those people who have supported our school.

Peta Hillier will be taking a short break from our P&C until Josh starts school.

Sara and Chris Simms will be moving to Sydney and we hope their ‘new beginnings’ are exciting and fruitful.

Mrs JoAnn Strong has been part of the school and P&C for 14 years and we know that even though she is ready for ‘new beginnings’ we hope that she will continue to be part of our school community.

I’d also like to take this opportunity to formally wish Archie, Alexander, Leah and Kelvin farewell and success in their fresh starts and new beginnings as they begin high school. I have so enjoyed getting to know you this year. Good luck and thank you.

And, finally and by no means least, thank you to Mr Russell Peck. When Mr Peck arrived as principal in 2005 there were 8 students. Mr Peck has guided Jugiong School through many changes and is handing on a healthy, exciting school of 36 students to the next principal.

Having spent the last few months learning the ropes of being a teaching principal, I know how challenging the role can be. I also know why he loved being here. But... it’s time for your fresh start and new beginnings Mr Peck, and even though you’ll miss the students, staff and community there are too many new golf courses to explore. We wish you well in your retirement.

In conclusion, it does seem apt to use the old adage; “it takes a village to raise a child“, as it is certainly true for our community at Jugiong as we move forward together in 2015.

**Mrs Judy McFadyen**
Relieving Principal

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**P&C message**

The P&C has had a great year and thank you to everyone for their help.

I feel very proud to be involved with such a great school community.

As the school continues to grow, our P&C commitment continues to grow also!

We now allocate $4000 annually to the school.

Our fundraising this year has consisted of a canteen at the camp draft with raffles, selling donuts at the Polo Cross, a wood raffle, Steph’s artwork at both the Sergeant Parry Ball and the Longtrack Pantry, the Bunnings BBQ and finally catering for the Sergeant Parry Ball.

A huge effort with catering lead by Peta Hillier, a big thank you to Peta for leading us as a team in preparation for the ball.

The Bunnings BBQ was a great fundraiser, with the team cooking about 900 sausages in one day!

We also had a very successful ‘clean up’ the school day, attended by many of our parents.

In May Mr. Peck took long service leave for the remainder of the year and we welcomed Mrs. McFadyen as relieving principal and thank her for her enthusiasm in the teaching of our children.

Mr. Peck has now retired as Principal of our school. The school has grown a lot under his leadership and the P&C wish both Mr. and Mrs. Peck best wishes in his retirement.

In 2015 we welcome Ms. Yu as our permanent infant’s teacher and look forward to getting to know her.

Thank you to our very special teachers for their bright and happy attitude and the passion and commitment that they bring to our school.

**Richard Hyles**
Jugiong PS P&C President
School Captains Message

What a fantastic year we’ve had!!

We’d like to tell you some of the events that have happened throughout the year at JPS.

Firstly, 8 new Kindergarten students arrived at JPS with us as their school captains. It was amazing to see what creative ideas these little brains came up with. It has been a privilege to see how much more mature they are now. Good luck in Year 1.

At the beginning of the year Mrs. Brooker told us we were going to be playing the recorder at the opera house for the Festival of Music and we were very excited.

Then came the time to play at the Sydney Opera House. We were very nervous but all of us played extremely well. Thank you Mrs. Brooker for giving us that awesome opportunity. MRS. BROOKER YOU ARE A LEGEND.

Mr. Peck left on the day of the Biggest Morning Tea and we were all very sad. Mr. Peck has been Principal since we were in Year 1 and taught us since Year 3. We wish him all the best in his retirement.

Then Mrs. McFadyen came as a Relieving Principal. Since then we have learnt a lot from her and have enjoyed having her at this school.

On the last day of term three the Jugiong community held a walk-a-thon at the school flats to raise money for a Cure for Brain Cancer. There was a lot of determination throughout the day.

Another great charity day we held was the ‘Day for Daniel’. Everyone wore something red to school and donated a gold coin to remember the day that Daniel Morcombe went missing, as he was wearing a red shirt on the day. The money raised on the day went to the Daniel Morcombe Foundation.

Muffin and Mufty Day was a great success also. The students ordered a choc-chip or white choc and raspberry muffin. The Year 6’s baked the muffins and sold them to the students on the day.

There have been lots of funny stories floating around the school about the school’s trip to Jamberoo. Stories such as Mrs. McFadyen and Mrs. Brooker going down the Taipan backwards and Alexander and Jamie screaming their way down the Taipan whilst Billy and I were just laughing. Another funny incident was Isaac falling off the Taipan. On the day, we saw some of the bravest infants kids waiting ages to go down the Funnel Web!

In conclusion we have loved every second of being School Captains for 2014 and we hope that the new School Captains love it as much as we did.

Leah Fitzgerald and Archie Hyles
2014 JPS School Captains

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 graph](image)

Student attendance profile

<table>
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<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>91.2</td>
<td>93.3</td>
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<tr>
<td>2</td>
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<td>Total</td>
<td>93.9</td>
<td>95.8</td>
<td>95.2</td>
<td>93.8</td>
<td>94.6</td>
<td>91.6</td>
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</tr>
</tbody>
</table>

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
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<tr>
<td>Other</td>
<td>0.248</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.128</td>
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</tbody>
</table>

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

The Indigenous composition of the school’s workforce is nil.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<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>NSW Institute of Teachers</td>
<td>100%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

A total of $8712.42 was spent from the Professional Learning tied fund and from the school’s global budget in 2014. The average expenditure per teacher on professional learning, at the school level was $2178.10. Some of this expenditure came from tied funds (specifically set aside for this purpose by the Department). This enabled staff to attend professional learning activities throughout the year. These included staff undertaking training in numerous Key Learning Areas, attending conferences and all staff members (teaching and non-teaching) upgrading CPR certificates. Also at our staff development days (SDD) and during regular weekly staff meetings, mandatory training was completed on Child Protection, Code of Conduct, Welfare, Health and Safety as well as curriculum development and behaviour management training. Whole school planning, evaluation and assessment of curriculum and management were also addressed with SASS staff also attending training and development and the teaching and learning forums.

In 2014 all staff at Jugiong PS currently meet BoSTES standards as proficient teachers.

- There are no new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation or maintaining accreditation at Proficient.
- No teachers are seeking voluntary accreditation at Highly Accomplished or Lead
- No teachers are maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead.
Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>75170.54</td>
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<tr>
<td>Tied funds</td>
<td>29442.27</td>
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<tr>
<td>School &amp; community sources</td>
<td>11973.60</td>
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<tr>
<td>Interest</td>
<td>1642.78</td>
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<tr>
<td>Trust receipts</td>
<td>5797.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>176452.45</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 23372.36   |
| Excursions                | 3326.42    |
| Extracurricular dissections| 2164.09    |
| Library                   | 1426.77    |
| Training & development    | 8712.42    |
| Tied funds                | 34379.06   |
| Casual relief teachers    | 9794.49    |
| Administration & office   | 20545.46   |
| School-operated canteen   | 0.00       |
| Utilities                 | 12255.14   |
| Maintenance               | 5226.98    |
| Trust accounts            | 6087.05    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 127290.24  |
| **Balance carried forward**| 49162.21   |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Arts

Music Festival

The school was very proud of being accepted to play the recorder at the Sydney Festival of Music at the Opera House in Term 3.

Musica Viva

K-6 students experienced two Musica Viva shows throughout the year. They completed the Musica Viva program throughout the term so were able to really enjoy these live shows. Bongongo PS, Binalong PS, Brungle PS and Bowning PS joined us to watch the shows. The children enjoyed reuniting with old friends and making new friends from other small schools.
Music: Count Us In

Students learnt, rehearsed, and engaged in the wonderful song, “Paint you a song,” the 2014 Music: Count us in song. In Term 4 we really enjoyed singing the same song, at the same time, right across the nation. We watched the event live from Canberra, counting down together. A very special moment at our school.

Sports

The school is very proud of its excellent individual and team achievements this year. Students were provided opportunities to compete at district and regional levels in the team sports of Soccer and Rugby League, as well as Swimming, Athletics and Cross Country.

Students participated in an Intensive Swimming Program, run by Mrs Maureen Morse. All students took part in a Swimming Carnival at Binalong. Results included, Joey Polimeni achieving Senior Runner-Up and Billy Ward achieving Junior Runner-up. At the Regional PSSA Swimming Carnival, our P5, 4 x 50m Relay Team came 10th in their event. An excellent achievement by the team consisting of Joey Polimeni, Billy Ward, Kelvin Hillier-Parr and Archie Hyles. Joey Polimeni also contested the 11 years, 50m Breaststroke in which he came 5th.

Students in Year 5 and 6 were given the opportunity to participate in Cootamundra District Trials in Soccer and Rugby League, with Kelvin Hillier-Parr making it into both district teams.

The P & C provided funding for a professional dance company, Footsteps Dance, to attend the school every Wednesday to teach the students dance, with the school doing a full dance routine at the end of the term.

All students participated in the Bowning Athletics Carnival, with eleven students making it to the district Athletics Carnival held at Cootamundra. Joey Polimeni came 3rd in the 800m and 1st in his 100m heat. The school relay team came 3rd.

The students travelled to Bongongo to participate in the annual Cross Country. There were many outstanding performances in each age group, that included;

First: Cara Sims, Kelvin Hillier, Joey Polimeni, Lucy Robb, Sam Manwarring.
Second: Maurie Hyles, Katelyn Leseberg.
Third: Tayla Coggan, Beau Bourlet, Archie Hyles, Sandy Robb.
Fourth: Leah Fitzgerald.

All students were involved in a skipping program, which culminated in a Jump Rope for Heart day. Staff and students travelled to Binalong to take a part in The Arabin Cup, Tee Ball Competition. This was a fun, active day where students displayed excellent sportsmanship and developed their batting, throwing and catching skills throughout the day. A student group came together, led by Tayla Coggan to organise A Cure for Life Walkathon. This involved the Jugiong Community and was an amazing day of brain cancer awareness, fundraising and exercise.

Excursions

Jugiong students were busy throughout the year visiting neighbouring schools and communities as well as travelling further afield.

All students visited Gino’s Fruit and Vegetables shop in conjunction with a Science unit and attended the Life Education Van and Harmony Day at Binalong Public School. Binalong PS and Bowning PS came to visit us twice for Musica Viva performances.

In Term 1, Year 5 and 6 students travelled to Sydney to attend the Halogen Foundation Young Leaders Day an annual event founded to develop strong leadership values amongst young Australians. The message of the conference was
“I am somebody” and you can change things and make a difference. The children were enthralled as they listened to with around seven thousand other primary school students.

K-2 enjoyed Wombat Stew at the Canberra Theatre, followed by an exciting visit to the Arboretum.

In Term 4 students from Years 3-6 travelled to Canberra to visit Parliament House. The highlight was the role-play in the “House of Representatives’ chamber. The students had roles as politicians and debated a bill.

Without a doubt the highlight of the year for students, staff and families was the trip to Jamberoo Water Park to celebrate a great year of learning at Jugiong. The children were so busy trying all of the rides and even trying ones that challenged them and loved seeing their parents and teachers fall off the Taipan! Days like these are precious for teachers as it is a chance for us to just have fun with the children and parents.

Supporting Our Community

In 2014, Jugiong Public School was invited to the Biggest Morning Tea at the Hall, where the recorder group presented some items they had played at the Opera House concert. We raised $4,500 at a Walkathon for Cure for Life, to help support a community member. The children had Mufti days to support Ronald McDonald House and Jump Rope for Heart and Day for Daniel. The Rural Fire Brigade also paid us a visit to increase the awareness of the importance of fire safety in our homes and community.

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)

In 2014, four students from Year 3 and four students from Year 5 sat the NAPLAN in Literacy, Numeracy and Writing. Due to the small cohort the data is not available so that no individual students can be identified. Readers may refer to the My School website for overall NAPLAN data. 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.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

School programs support Aboriginal Education and aspects of Aboriginal perspectives, culture and history are taught in the school.

Aboriginal Education is integrated across all key learning areas (KLAs) with particular emphasis in human society and its environment (HSIE);

During inter-school visits opportunities were developed to expose students to a variety of Aboriginal culture including music, dance and food.

Multicultural education and anti-racism

Whilst there are no students from non-English speaking background (NESB) enrolled at Jugiong Public School, the cultural diversity of our nation continues to be recognized and celebrated in the school across various KLAs.

Units of work are linked to the achievement of outcomes through the study of countries, cultures and world events. In Term 1 the school travelled to Binalong and took part in Harmony Day Celebrations with Bowning and Binalong Public Schools.

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:

- analysis of in-school student assessment;
- analysis of National Assessment results for individual Year 3 and Year 5 students as well as the cohort;
- monitoring student achievement against targets set in the school plan;
- School self-evaluations and
- SWOT analysis with P&C and staff input

Program evaluations

School Culture and Curriculum

Background

The area nominated for evaluation this year was School Culture and curriculum. Staff, parents and students were surveyed about aspects of curriculum, community involvement, safety and fairness.

Findings and conclusions

Parents, staff and students agree that:

- Teachers listen to students when they are talking. The school understands the community and families it serves School leaders are positive
- The school praises and rewards individuals;
- They are proud of their school;
- The school encourages children to be continuous learners;
- The school caters to learning needs and it is always finding ways to improve; and
- Changes are made when necessary.

Future directions

In 2014 a comprehensive process was undertaken across our school to collect evidence, review current practices, and evaluate our strengths, opportunities and areas for development.

As a result, three key strategic directions have been identified as a basis for a shared commitment for future developments across the school.

STRATEGIC DIRECTION 1 - Student Learning
Motivated and engaged high performing learners.

STRATEGIC DIRECTION 2 - School Culture
Building an inclusive collaborative, engaged school community.

STRATEGIC DIRECTION 3
Leader/Teacher Learning
Innovative, responsive and dynamic educational practice, leadership and management.

In 2015 future directions for improving student learning outcomes will be underpinned by staff professional development in HOW2Learn, Teaching Early Numeracy (TEN) and Planning Literacy and Numeracy Software (PLAN).
HOW2Learn

Background
During 2014 HOW2Learn was offered to the school for implementation in 2015. This initiative focusses on student learning and engagement.

In 2015 a staff member will undergo training to become a school facilitator. It is envisaged that by the end of 2015 staff, students and parents will have an understanding of HOW2Learn strategies and that it will be evidenced through:

- Improved use of language associated with learning by the children
- Both anecdotal and task related evidence which indicates that students are using the habits associated with HOW2Learn – managing distractions, noticing and persevering
- The positive effect on student self-esteem as they see themselves as learners and capable no matter what academic level they may be at
- All staff having engaged with the initiative at some level
- All staff seeing this initiative as a positive influence on student learning and teachers capacity to engage students

Future Directions
In 2015 our implementation plan will be reviewed and continued. Planning will focus on where both students and teachers are and how to progress.

This is seen as a significantly positive initiative from which we expect to see results reflected in student learning outcomes after a full 12 month period of implementation.

TEN
TEN is an intervention that focused on supporting students who are experiencing substantial difficulty in numeracy in the early years.

Professional learning in TEN will enable staff to create quality programs and use effective teaching strategies leading to improved student outcomes in early numeracy.

PLAN
PLAN software is a resource that supports teachers to record, analyse and monitor student progress through the Literacy and Numeracy Continuums.

In 2015 all staff will be trained in PLAN enabling them to develop and implement processes to collect and use the literacy and numeracy continuums effectively, enabling students to move along the continuum.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

- Quality Teaching evident in all literacy lessons;
- Improve student achievement in comprehension, inferences and writing; and
- Consistent assessment practices developed.

Evidence of achievement of outcomes in 2014:

- 15% of students in Years 3 and 5 achieving the highest band in NAPLAN Literacy.
- 80% of the top two bands in Grammar & Punctuation, Spelling, Writing and Reading in NAPLAN were achieved by Year 5 students.
- 75% of Year 5 students, in NAPLAN, achieved growth of 84% and above with one student achieving a growth of 121% in Writing.
- In Grammar & Punctuation, growth of 72% and above with one student achieving 177% and another 207%.
- 100% of minimum standard as results of the NAPLAN tests in the literacy strands were achieved in reading, writing and grammar & punctuation in Year 3. Also, for Year 5,
- 100% of minimum standard as results of the NAPLAN tests in the literacy strands were achieved in reading, spelling and grammar & punctuation; and
• Improvement of students through a number of indicators where individual support was targeted.

**Strategies to achieve these outcomes in 2014:**
• Provide quality resources to support the class literacy programs;
• Focus Learning Assistance support on students needing literacy support;
• Evaluate students’ work and conclusions against syllabus outcomes;
• Partnership between the home and school to be strengthened through the provision of information; and
• Dedicated time per week to teach writing and comprehension skills.

**School priority 2**

*Numeracy*

**Outcomes from 2012–2014**
• Consistent assessment practices developed
• Improve student achievement in numeracy
• Quality Teaching evident in all numeracy lessons

**Evidence of achievement of outcomes in 2014:**
• 15% of students in Years 3 and 5 achieving the highest band in NAPLAN Numeracy.
• Over 50% of the top two bands in Numeracy, data, Measurement, Space & Geometry and Number Patterns & Algebra in NAPLAN were achieved by Year 5 students.
• 25% of Year 5 disciplines of the NAPLAN achieved the top band.
• 100% of Year 5 students accomplished the minimum standard as results of the NAPLAN tests in the numeracy strand; and
• Improvement of students through a number of indicators where individual support was targeted.

**Strategies to achieve these outcomes in 2014:**
• Provide Professional Learning in teaching numeracy, with one staff member to be trained as a TOWN facilitator;
• Use Best Start analysis, SENA numeracy testing by Learning Support Coordinator, Mathletics diagnostic tests and teacher judgment to inform individual learning needs;
• LSO support – numeracy targeted support for individual learning needs determined by analysis of NAPLAN numeracy, Best Start and school based data; and
• Quality teaching elements to be incorporated into all aspects of teaching numeracy with focus on Significance and higher order thinking.

**School priority 3**

*Technology*

**Outcomes from 2012–2014**
• Technology integrated into all teaching and learning programs
• Students communicating widely with other students in the local network and beyond
• Virtual excursions extend opportunities for student learning

**Evidence of achievement of outcomes in 2014:**
• 100% of students competent in using Interactive Whiteboards.
• All students are given the opportunity to use the Whiteboard technology in formal class lessons and in informal “play” that enhances familiarity and program usage; and
• Anecdotal evidence from comments made by visiting teachers, parents and technical support staff indicate that Jugiong students are achieving technology outcomes.

**Strategies to achieve these outcomes in 2014:**
• Connected Classroom opportunities evident in teaching and learning programs e.g. Learning Community of Schools, History and S&T projects;
• Professional Development with IWB technology e.g. Festival of Learning;
• Software to support Smartboards, IT learning e.g. Spellodrome, Lexia Reading, “touch” typing, Reading Eggs and Mathletics; and
• Staff to use 2014 to consolidate training in use of IWB’s and students to explore the many learning options they offer.

School priority 4

Student Welfare

Outcomes from 2012–2014

• Stage 2 and 3 leadership skills strengthened
• Peer related situations resolved through various mediation techniques
• Students demonstrate leadership skills within the school and community.

Evidence of achievement of outcomes in 2014:

• Number of students participating in extra curricula initiatives increased by 50%.
• School records and permission notes indicate that more students took part in sporting activities, camps and excursions e.g. 100% of Primary students attended the week long excursion.
• School Leadership Team attended a number of “Leadership” forums, including the Grip Leadership Conference at Canberra’s Australian Institute of Sport with 500 other student leaders, that translated into excellent leaders in formal and everyday school situations;
• All students are given the opportunity to use the Whiteboard technology in formal class lessons and in informal “play” that enhances familiarity and program usage; and
• Anecdotal evidence from comments made by visiting teachers, Principals, parents and visiting officials indicated that the “leadership team” which included Stage 2 students had matured into superb leaders.

Strategies to achieve these outcomes in 2014:

• Investigate opportunities for students to participate in enrichment activities or areas of interest. For example, art competitions;
• Organised days for a variety of sports e.g. infant “fun” athletics, enrichment days-focusing on a theme;
• Playground activities become peer appropriate with school leader tutoring; and
• Focus and development of student leadership skills with continued reference to core school values of respect, responsibility and co-operation.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

• All three groups give a majority of responses in the “positive” that indicate a satisfaction about the class activities, student communication with the teacher and the management of the classes by the teacher.
• High satisfaction with the regular meetings organized by the Learning Support Coordinator with parents to keep the lines of communication with students that need adjustments to their learning programs.
• There was 100% agreement that learning is important the school supports the students in their learning.

The students also designed word clouds to show their thoughts about these questions:

• What sort of students do we want?
• What sort of school do we want?
• What do we want our students to experience?

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 has engaged the community and have developed the following school vision statement and strategic directions for the 2015-2017 School Plan, they are:

School Vision Statement

Jugiong Public School strives to create a culture of learning that empowers, motivates and strengthens the capacity of all students to aspire to reach their true potential every day.

Student Learning
• Motivated and engaged high performing learners.

School Culture
• Building an inclusive collaborative, engaged school community.

Leader/Teacher Learning
• Innovative, responsive and dynamic educational practice, leadership and management.

About this report

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

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