Our school at a glance
Jamberoo Public School is committed to Quality Education. We believe that all children can learn. We provide a motivating, caring learning environment which caters for the needs of all students allowing them to achieve to their full potential. Students will be provided with opportunities to develop the knowledge, skills and attitudes necessary to become life long learners, empowered to manage change and succeed in all life offers them.

A small school making a big difference.

Students
At the end of 2008 the school had 165 students. There were 25 students who moved on to High School, some students moved away from the area and we enrolled 17 Kindergarten students for 2009.

Staff
1 Primary Principal
4
2 Assistant Principals
5 Classroom Teachers
1 Part Time Librarian
1 Part Time Learning Assistance Teacher
1 Part Time Release from Face to Face Teacher
1 Senior Administration Officer
1 Part Time School Assistant Officer
1 Part Time General Assistant

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

Significant programs and initiatives
A new reporting format which was in full compliance with the Department of Education and Training guidelines was introduced in Term 2. This enabled us to report fully in all six Key Learning Areas.

Forty six students participated in a number of Gifted & Talented workshops designed to provide a variety of opportunities and new experiences. All the students involved enjoyed the activities provided.

A number of students participated in the University of New South Wales tests. The results achieved were pleasing.

After consultation with the whole school community a new Anti Bully Policy and a simplified version of the school rules were implemented. The policies were rewritten and communicated both within the school and in the wider community.

Student achievement in 2008

Literacy – NAPLAN Year 3

In 2008 13 students sat the NAPLAN test in Literacy. 92% of the students achieved scores higher than state average in bands three to six. 8% of students scored in bands one or two.

Numeracy – NAPLAN Year 3

In 2008 13 students sat the NAPLAN test in Numeracy. 100% of students scored in the top four bands and well above state average.

Literacy – NAPLAN Year 5

In 2008 22 students sat the NAPLAN test in Literacy. 100% of the students achieved scores higher than state average in bands three to six.

Numeracy – NAPLAN Year 5

In 2008 22 students sat the NAPLAN test in Numeracy. 100% of students scored in the top four bands and well above state average.

Messages

Principal’s message

The students and teachers experienced many wonderful achievements in 2008. It was a new school for me as Principal and I was given a very warm welcome from students, staff, parents and the community.

I was constantly amazed at the large array of exciting opportunities available for the students of Jamberoo Public School. Many students participated in a wide variety of arts, sporting and academic endeavours. This allowed students the opportunity to participate in and experience a well-rounded curriculum.

The teaching staff worked hard throughout the year to provide a strong and interesting program of learning. They also invested a lot of their own time in supporting the students in extra-curricular activities.

The staff took advantage of the many opportunities made available to further develop their own professional learning. This resulted in improved teaching and learning outcomes.

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.

Pam Grosse, Principal
P&C and/or School Council message

Once again Jamberoo Public School has packed so much into just four terms of school. In 2008 we celebrated the school’s 130th Anniversary and so much more. The highlight of the year was our fabulous school Fete. Nadine Ryan led a passionate and enthusiastic group of teachers, parents and kids to put on a Fete that will be remembered for many years to come. Over $27000.00 was raised, but more importantly it was a great school and community event.

In 2008 we said goodbye and thank you to Mrs Kate Murphy, who relieved as school principal for over 12 months, and Mrs McGill and Mrs Welsh, who were with us for two years as part of the infants teaching team. While we were sad to lose such fine teachers, we did gain two fine role models. Miss Farquhar became a permanent teacher and Mrs Grosse became our new Principal. Thank you to all our teachers who have done a great job teaching our kids throughout the year.

The P & C had a great year with some outstanding fundraisers and achievements. We had a fantastic Working Bee that did a lot around the school. We bought books for the school, digital and video cameras for the kids, we finally got the much talked about shed underway, and much more. Our regular sausage sizzles and Kiama Markets food stall raised money for the school and students, and Mrs Grosse worked her magic and successfully won a grant to install water tanks throughout the school.

Thank you to all the P & C members and parents who supported and contributed to the school throughout the year. This is a great school and community and I look forward to what we can achieve together next year.

John Klepczarek

Student representative’s message

This year saw the beginning of our Student Representative Council (SRC) with two electives from each class coming together weekly to discuss new ideas for our school. We contributed to developing the new school rules and updating the bullying program. The SRC also organised a water fight day to raise funds for the continuing greening of our school. We are a small school making a big difference, thanks to all the students. Good Job!

Meg Behl-Shanks, Aiden Skorulis, Sarah Doblander and Ryley Edwards.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>89</td>
<td>95</td>
<td>91</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>62</td>
<td>71</td>
<td>70</td>
<td>74</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.8</td>
<td>94.9</td>
<td>94.2</td>
<td>93.5</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1-2</td>
<td>2</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>1-2</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>Total</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Staff retention

Miss Farquhar and Miss Dean were appointed to the school at the beginning of 2008. Mrs Grosse was appointed as Principal during Term 1 and commenced duty at the beginning of Term 2.
Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.5%.

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>
</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>30/11/08</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>257025</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>177,215.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>83,199.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>94,519.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55,618.31</td>
</tr>
<tr>
<td>interest</td>
<td>9,268.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14,400.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>434,240.26</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>26,581.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>18,586.77</td>
</tr>
<tr>
<td>Extracurriculardissections</td>
<td>16,150.94</td>
</tr>
<tr>
<td>Library</td>
<td>5,285.89</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>139.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>154,887.59</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>16,756.36</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>31,775.48</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,859.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13,406.89</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12,229.57</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6,050.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>45,307.69</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>368,932.57</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

Achievements

Arts

Southern Stars
Stage Three participated in the Southern Stars Performance "This Life" at WIN Entertainment Centre. Year Five students were part of the combined choir of 1000 students and Year Six performed in the dance number "Friends". All the students had a wonderful time and believe it is one of the best experiences they have had at school.

Dance Festival
26 Stage One students performed in the South Coast Dance Festival. The Dance Troupe consisted of 21 girls and 5 boys most of whom had no dance training experience prior to joining the group. Their item "Feet Frolics" was performed with great enthusiasm and the children bopped through three evening performances at the IPAC.

Sport
The school recognises the role sport plays in the physical, psychological, personal and social development of all students. We had many children represent us at district level in the three main sport carnivals. Some children were successful at District level and went onto represent at Regional and State level. Other areas of sport we were represented in, include Soccer, Cricket, Union, League, Hockey and Touch Football.

We participated in a league gala day and the NSW hockey and soccer knockouts.
Stage 1 and Early Stage 1 participate in regular fitness and motor skill development. Stage 2 have been developing team work, skills and cooperation in team games and sports.

Friday sports have been dedicated to training for the carnival, knockouts, Southern Stars and whole school tabloid activities.

Other

Key Into Comprehension
Year 4 have been piloting a program to improve comprehension skills. The program is based on a scaffolding proforma. The basic principle is to visualise the text, identify keywords in the question and then in the passage before recycling the words to answer the question. It is hoped that by using this proforma we will greatly improve our NAPLAN results.
Public Speaking
This year we participated in the Multicultural Public Speaking competition for the first time. Harry Wright and Nathan Harrington both in Year Three participated in the Stage Two competition and performed well against other more seasoned contenders. Emily Williams from Year Five and Meg Behl-Shanks from Year Six participated in the Stage Three competition. Emily spoke very well and presented her topic well. Meg won the District competition and came 2nd in the Regional final. While it was only our first time, all speakers represented Jamberoo in an outstanding way.

Gardening Club
Children from all stages have been enthusiastically helping to keep the gardens beautifully maintained by planting new plants and adding mulch in and around garden beds. We have also been growing a whole heap of produce for selling at the school Fete. Parents have done a brilliant job clearing out the over grown plants and building the lovely vegetable garden beds during a recent working bee.

Music Nights
The school had two enjoyable Music Nights where children performed some interesting acts. All children and parents enjoyed these nights. The school band continues to practise and play occasionally at school activities. This year, children from Year 3 - 4 performed in the Southern Illawarra Music Festival and sang beautifully on the night.

Learning Support Team
In August, a Learning Support Team was set up to deal with children’s issues such as learning difficulties, social or behavioural problems, gifted and talented etc. This group will assess each child, and then develop and implement corrective programs into the classroom.

Life Education
The Life Education Van continues to be a valuable resource, supporting teachers in the teaching of drug education. The programs are exciting, interactive and assist in the achievement of vital learning outcomes.

Mini Movies Festival
Students from year 5 created a class movie entitled ‘The Men of ‘54’ for submission into the Mini Movies festival in term 4 of 2008. The project drew upon student knowledge in multiple key learning areas and the completed movie will now become a resource to support the stage 3 HSIE unit, Gold.

Debating
Debating was introduced as an optional activity for Stage 3 students in 2008. During Term 2, six Year 6 students participated in the Premier’s Debating Challenge. Meanwhile seven Year 5 students participated in three debates against schools within the local area.

Technology
Technology has continued to be a significant feature of student learning throughout 2008. All classes utilise the computer lab for up to two hours per week and a mobile bank of laptops is used for classroom based work. Improvements have been made to the school image, giving students easier and more consistent access to applications. In Term 3, the P and C provided the necessary funds for the purchase of digital cameras for all classrooms.

The school’s website has been modified to more easily allow information to be uploaded. The school newsletter has also been updated and is now received via email by a large portion of the school population.

Staff are continuing to receive professional development on the use of iWorks and iLife applications in teaching and learning. A computer technician commenced employment in Term 3 for one day per fortnight to maintain the school’s network and provide technical support.

Plans for 2009 / 2010 include the continued investigation of a 1:1 parent funded laptop scheme for students in Years 3 to 6 and the purchase of electronic whiteboards for all K to 2 classrooms.

Library Events
In 2008, 93 students completed the Premier’s Reading Challenge. This is a wonderful achievement for a small school and we congratulate parents for encouraging their children and of course the children for great reading! Grandparents’ Day -always a fun day - was held in March and many seniors brought in memorabilia to share with classes and proud grandchildren showed their projects. Mother’s Day and Father’s Day stalls were successful fund raisers. Book Week, with the theme, Fuel Your Mind, had children dressing up as book characters, being involved in group activities and enjoying a banner parade. Year 4 studied Mexico and presented their information and a Mexican Hat Dance to the ladies of Jamberoo CWA.
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Reading

Spelling

Grammar & Punctuation

Numeracy – NAPLAN Year 3
Writing

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

| Percentage of Year 3 students achieving at or above minimum standard in 2008 |
|-------------------------------|-----------------|
| Reading                       | 86              |
| Writing                       | 93              |
| Spelling                      | 86              |
| Punctuation and grammar       | 86              |
| Numeracy                      | 93              |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at or above minimum standard |
|-----------------------------|-----------------|
| Reading                     | 100             |
| Writing                     | 100             |
| Spelling                    | 100             |
| Punctuation and grammar     | 100             |
| Numeracy                    | 100             |

Significant programs and initiatives

Aboriginal education

Stage 2 children participated in The Reconciliation Activities in Kiama. This year the whole school painted boomerangs during NAIDOC week and participated in an indigenous performance and activities during Term 4. Reconciliation wrist bands were sold to students.

Multicultural education

HSIE provides the vehicle to study further cultures and encourage attitudes of tolerance and respect for those different to themselves.

Respect and responsibility

The Virtues Program encourages students to have respect for others and to accept responsibility for their own actions. A new virtue is introduced every five weeks. Children receive awards for their ability to display the virtues within the school.

Other programs

The chooks continue to be a wonderful part of Jamberoo Public School. The students and parents take responsibility for the daily care of the chooks. The chooks reduce the amount of food scraps and provide manure for the vegetable garden. They contribute to their own upkeep through the sale of eggs.
Progress on 2008 targets

Target 1
The consistent achievement of high quality student literacy outcomes K-6

Strategies to achieve this target include:
- Evaluation of the BST data for 2007,
- Teach explicit writing genre especially narrative for Years 3 and Years 5 for National Assessment PLAN (NAPLAN- Replacement of Basic Skills test) and
- Professional learning for staff to focus on Quality Teaching and the use of technology to support writing outcomes.

Our achievements include:
- Sustained improvement in all aspects of the NAPLAN assessments.
- More data collected at school level and students tracking initiated.
- Improvement in pedagogical practices selected with a focus on modelled, guided and independent learning.

Target 2
Continual improvement in the delivery of programs, to cater for the needs of Gifted and Talented students.

Strategies to achieve this target include:
- Provision of opportunities for Gifted and Talented students through the DET and community and
- Identification and support for the needs of a Gifted and Talented student.

Our achievements include:
- Implemented a Learning Support Team to identify these students and ensure ILP are in place.
- Professional development focus on preferred learning styles and Blooms levels of thinking.
- Improvement in pedagogical practices selected with a focus on modelled, guided and independent learning.
- Release times restructured to allow teachers to program and plan in collaborative teams.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Communication practices within the school and Literacy.

Educational and management practice
Communication

Background
Jamberoo Public School has experienced several leadership and major staff changes in a very short space of time, leading to many school conventions in communication changing according to who remained in the school. Staff, parents and students were asked a variety of questions based on current practice or perceived historical practice.

Findings and conclusions
The survey found that the parents felt the school promoted core values and set high standards of achievement. They strongly agreed that the school offered challenging programs. The school awards system was seen as requiring a complete overhaul to make it fair and equitable for all. There was complete agreement on the need to review the Student Welfare Policy and develop a consistent set of school rules. The newsletter was generally seen as the main source of information within the school and parents requested notes and information come home on one day only with the newsletter. School sport was also seen as an area requiring a significant overhaul.

Future directions
- Review the awards system within the school to ensure consistency and fairness.
- Form a Student Representative Council to foster a student base of reform for the school rules.
- Reformat the school Newsletter and ensure that all communication with parents goes home on one day.
- Review the school website and email.

Curriculum
Literacy

Background
With nearly a whole staff of new scheme teachers and targeted graduates and new leadership in the past twelve months, some of the basic policy statements need to be reviewed and refined to accommodate the new staff.
Findings and conclusions
As a school we reviewed the Key Learning Area Scope and Sequence to ensure that the direction for teaching and learning was clear across all stages. We also reviewed the Teacher Assessment and Review Process (TARS) and Programming and Planning policy statements.

Future directions
- Continue the school focus on programming and planning.
- Teachers to review the effectiveness of scope and sequence documents through the evaluation cycle within the school.
- Professional Development has a very high priority within the school with the school staff being predominately new scheme teachers or targeted graduates in their first few years of teaching.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- JPS is a fantastic little school, very caring and offering a lot for a small school. Well done all.
- I love that parents are made to feel welcomed to help in class and attend special events.
- JPS individualised planning and programming shows in the students’ abilities. We appreciate the time and effort that is given by staff to support our wonderful children. Keep up the good job.

Professional learning
All staff were provided with opportunities for professional development through school development days, staff and stage meetings. All funds were expended in this area.

School development 2009 – 2011
A three year strategic plan was developed in 2008 following consultation with all stakeholders. This plan included identified school needs and directions along with areas from the Department’s Priority Statement.

Targets for 2009

Target 1
To build the school’s capacity and capabilities to engage in and benefit from professional learning.

Strategies to achieve this target include:
- Building collaborative planning processes.
- Providing time and opportunity for critical self evaluation.
- Providing focused learning opportunities.
- Participating in the Action Research Project with the University of Wollongong.

Our success will be measured by:
- Teachers working collaboratively.
- Teachers engaged in critical self reflection and sharing.
- A visible culture of learning and ongoing improvement evident.

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.

Pam Grosse - Principal
John Klepczarek - P&C President
Jacqui Piggott – Assistant Principal
Michelle Rowe – Assistant Principal

School contact information
Jamberoo Public School
Churchill Street, Jamberoo. 2533
Ph: (02) 42 360 173
Fax: (02) 42 360 633
Email: Jamberoo-p.school@det.nsw.edu.au
School Code: 2218

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