Jindera Public School
Annual School Report

2011
Our school at a glance

Students

Our enrolment in Term 4 2011 was 183, comprising 88 boys and 95 girls. Student school attendance remained higher than the average for other schools in the region and the Department of Education and Communities, with students averaging 95%, on each school day. Seven classes were formed in 2011. The classes had an average of 21 students in Kindergarten to Year 2 and 28 students in Year 3 to Year 6.

Staff

We had 23 members of staff in 2011. This included three executive staff, five classroom teachers (two classroom teachers shared a class), two part time specialist support staff, two office staff, a Teacher Librarian, a General Assistant and eight school learning support officers.

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

Significant programs and initiatives

The school ran a number of programs in 2011 to support and further enrich student learning. These included:

- Quality teaching and learning programs
- Learning support programs
- Jindera Juniors transition program
- After school Maths tuition
- Cultural and music groups
- Reading Recovery
- Special Education programs
- Student Leadership programs
- Major excursions to Canberra, Wymah and Beechworth
- Durakar Learning Community programs
- Friendship day and associated activities
- Studies of Asia activities and performances
- Bushwahzee 60s happening

Student achievement in 2011

Literacy-Naplan Year 5

In Reading 48% of our children were placed in the top three bands compared to 55.8% state wide.

Writing 76% in top three bands compared to 56.4% state wide.

Spelling 76% in top three bands compared to 62% state wide.

Grammar and Punctuation 64% in top three bands compared to 64.1% state wide

Numeracy –Naplan Year 5

In Numeracy 36% of our children placed in the top three bands compared to 58.4% state wide.

Data, Measurement, Space and Geometry showed 40% in the top three bands compared to 60.8% state wide.

In Number, Patterns and Algebra 52% in the top three bands compared to 64.9% state wide.

Literacy- Naplan Year 3

In Writing 100% of our students in the top three bands compared to 81.5% state wide.

Reading 61.5% were in the top three bands compared to 67.7% state wide.

Spelling 65.3% were in the top three bands compared to 71.1% state wide.

In Grammar and Punctuation 46.1% of our students were in the top three bands compared to 73.7% state wide.

Numeracy- Naplan Year 3

In Numeracy 44.5% of our students in the top three bands compared to 65.6% state wide.

In data, measurement, space and geometry 48.1% of our students in the top three bands compared to 60.6% state wide.

44.4% of our students were in the top three bands for number, patterns and algebra compared to 64.4% state wide.
Messages

Principal’s message

As I reflect on the year, as I always do in November/December, when preparing the annual school report and planning for next year, I have a completely different lens on the school this time. During 2012, my child starts school and I now find myself looking at schools as a parent.

I was not surprised to find that, even looking through the parent lens, we have a very good school here at Jindera. Our students are achieving well and being catered for as individuals, as we strive towards the common goal of providing the best possible educational outcomes for all students. We have a strong parent body that assists with every initiative and fundraises significantly to provide extras for all students. During 2011 the P&C provided a very generous donation that allowed us to heavily subsidise all major excursions and school performances.

This year, we established our vegetable gardens and chickens finally moved into the enclosure. The girls are often seen wandering around the school, scratching under the trees and in the flower gardens. Our school has all the modern facilities of a big city school but with a sustainable, country feel to it.

Music played a big part in our curriculum programs this year, particularly through partnerships with the Murray Conservatorium of Music. ConunDrum introduced our students to drumming and a different approach to learning music. These initiatives will continue into 2012.

With the new Australian curriculum being developed, implementation will begin in 2012, with four new syllabuses to be in place by 2014. Our next three year plan will include a staff focus on Quality Teaching and a focused return to the basics that all students require for firm foundations and high educational achievement.

I am proud of the good work that goes on here at Jindera Public School and am very grateful to the caring and dedicated staff, parents and volunteers who make this school the right place for our children.

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.

Lianne Singleton

School Council message

The School Council oversees the operation of Jindera Public School and helps decide on the direction the school takes and the policies needed on the way. Lianne Singleton, Leanne Simpson, Bruce Hill and Jenny Groch represent the staff, Denise Osborne through the Hume Shire Council and Kerry Thomas through Jindera Pre School represent the community, Sally Stewart represents the P&C, and Mel Healy, Michelle Pecenicic, Julie Hamilton and I represent the parents.

The word that comes to mind in this place is opportunity.

A Public School provides opportunities regardless of background, wealth, culture or ability. Every student in this school has the tools and facilities to help them lay the foundations to becoming a well rounded and contributing adult, discovering whatever they may be good at, what they will have to work on to succeed, and start planning what direction in life they wish to take. For example, the last three Prime Ministers have all come from public schools; Julia Gillard, Mitcham Demonstration (now Primary) School, Kevin Rudd, Eumundi Primary School, and John Howard at Earlwood Primary School.

A few examples of these opportunities at Jindera Public School this year have included ConunDrum courtesy of the Conservatorium of Music using percussion and rhythm, Bushwahzee, vegetable gardens with chooks, various school excursions - cultural, sporting or just plain interesting. Facilities are now completed like the covered sports court (Hangar), new classrooms and PA systems.

The development of our students into adults is available through the Durakar Education Community linking primary schools with Murray
High School and then Charles Sturt University. Opportunities to this point have ranged from fostering leadership to engaging with our neighbours living in Asia.

Looking forward, the School Council project for 2011 – 2012 will involve moving of the Murray Darling Mural in autumn 2012 to the front of the school. This will coincide with the 20th anniversary of the relocation of the school to this present site. Further, an opportunity for the students to add to it is envisaged for 20th anniversary celebrations to be held at the same time as the fete in November 2012.

The P&C has obtained funding through CMA to create a garden which ranges from bush foods to stimulating your senses of sight, touch, feel, smell, sound and taste. The School Council is very excited about this project and fully supports it.

NAPLAN – That buzzword is now a measure by which all schools are rated, has revealed that an improvement in comprehension will improve results in all subjects - how can you answer a question correctly if you can’t work out what is being asked? The School Council requests that parents take time to help your children understand what is asked of them both with their school work and in the wider part of their lives.

The teachers and staff have all demonstrated energy and professionalism, some of which have been here a long time, and who underline their value as the keepers of the school culture. The newer arrivals demonstrate vitality and fresh ideas - such a wonderful combination. Their dedication to their vocation is evident and we thank them.

Changes are also within the School Council. Julie Hamilton, representing the parents is stepping down. This position is now vacant and we are seeking her replacement. Also, after many years representing the community, the Mayor Cr Denise Osborne is also stepping down. We are grateful to both of them for their time and energy. Stephen O’Connell, who is Director of the Conservatorium of Music in Albury, will be Denise’s successor and we look forward to his contribution to the life of the school.

Peter Martin, School Council President

P&C Presidents Report

This year it has been fantastic to have some new faces join our P&C and they have all done a huge amount of work for our school.

We have a great committee and when everyone works together in a positive way we all achieve great things to benefit the school and kids.

This year we have applied for and been successful in receiving two large grants to the value of $7500. Jonathon Howard has been responsible for the grant to landscape the front of the school and is now busy getting the work started on that area. The other grant is for gardening equipment and outdoor furniture to complement that area and also a camera and laptop.

Our chook house and vegie garden are now complete and it is great to see happy chooks roaming the school grounds.

At the start of the year we had a morning tea for the kinder parents as they dropped their kids off for their first big day at school. We had the tissue box handy in case there were tears (from the parents, that is) but happily we were greeted with lots of smiles.

We had our usual free, family pool party, which is a great way to start the year. We cooked breakfast on voting day for the NSW State election and had a successful Easter raffle with many Easter egg baskets.

Marg Quinlivan did a great job with the mother’s day and father’s day stalls which always make those days easier for parents.

This year we have paid for the new PA system and an air conditioning unit and helped fund major camps and excursions for all children.
Narelle Murphy has taken on so many jobs this year I have lost count but she does a great job running our uniform shop.

Our canteen has a great new committee running it who has put a huge amount of work into it to comply with all the new healthy eating guidelines. Thanks to everyone who volunteered to work in the canteen.

This year we offered additional lunch orders on a Monday from the Jindera bakery which has been popular. Next year, Monday bakery orders will continue and we will change the canteen days to open on Wednesdays and Fridays for lunch orders. Next year kids can order lunch Monday, Wednesday and Friday.

I would like to thank all the parents who volunteer their time and energy to this school to make it a better place for all our children. I thank all the families who leave us this year as their children finish Year 6. In particular I would like to thank the Gallagher, Moreland, Quinlivan and Young families who have put in so much work over the many years all their children have been here.

We look forward to another successful year for our fabulous school and are planning lots of things next year for our 20 year anniversary of the school on this site.

Sally Stewart
President, Jindera Public School P&C

Student representative’s message
Since Hunter and I have been captains during 2011 we have enjoyed representing the school at many different occasions. These events included conducting assemblies, attending and laying wreaths at ANZAC and Remembrance Day services and presenting cheques to our identified charities. We have proudly represented our school on these occasions.

Our identified charities this year included the Jindera Netball club. The club had extensive work carried out this year to make the club facilities outstanding and a real benefit to the community. The SRC held discos and an out of uniform day to raise money. We proudly presented a $300 cheque to Mrs Fiona Brown at an assembly in Term 4 this year. Additional funds raised will be donated to the establishment of the gardens at the front of the school. This project is being led by Mr Jonathon Howard and made possible by a grant from the Murray CMA.

This year, the school leaders, including the sport captains attended the Durakar leadership breakfast at Springdale Heights PS. Here, we met and had breakfast with prominent leaders in our community and discussed leadership. We learnt what makes a successful leader and how we should take all opportunities presented to us to lead. Year 6 students should always remember that they are the leaders of the school and should set an appropriate example to younger students who look up to them and copy them. You don’t have to be voted into a leadership position to take on the role.

The school captains and sport captains also attended the Impact leadership day at Albury Commercial Club. It was a busy but fun day where the leaders of many of the Albury schools participated.

The SRC attended the launch of PBL – Positive Behaviour for Learning at Murray High School. This initiative is being slowly introduced into Durakar schools. The SRC was also invited to attend the launch of Education Week at Albury High School. Once again, we met with other school leaders and SRCs and
enjoyed a showcase of musical talent from the Riverina South schools.

At Presentation Evening, this year, we were joined by community and school leaders from our local area. The quality was high and something for us to all aspire to. We thank the 2012 school captains from Murray High School for attending Presentation evening as well as Klara Glaw, Greater Hume Shire Young Citizen of Year. We appreciate their support of our school and value the links we have with Durakar and the Jindera community.

Georgia Boardman and Hunter Smith

Georgia, Hunter, Jack and Kenna

School context

Student information

Student numbers were maintained again in 2011 with another large Kindergarten enrolment. This allowed the school to maintain seven classes although numbers in the middle of the school were significantly higher than in previous years, indicating growth in numbers.

Student enrolment profile

![Enrolments graph]

Student attendance profile

![Student attendance rates graph]

Management of non-attendance

Student attendance at Jindera Public School is better than state and regional attendance patterns for students. The school continued to reward students for very good/ excellent attendance. The school provides “red notes” for parents to complete following an absence. The
school follows up with phone calls to the parent/carers if notes explaining absences are not returned within one week of returning to school.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1D</td>
<td>K</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2/3Z</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>K1D</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>1/2/3Z</td>
<td>2</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>2/3K</td>
<td>2</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>1/2/3Z</td>
<td>3</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>2/3K</td>
<td>3</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>4/5T</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>4/5T</td>
<td>5</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>19</td>
<td>27</td>
</tr>
</tbody>
</table>

**Structure of classes**

Seven classes were formed in 2011 consisting of K, K/1, 1/2/3, 2/3, 3/4, 4/5 and 5/6. New enrolments throughout the year tended to be in Years 2, 3 and 4 which resulted in higher numbers in the middle of the school.

**Staff information**

We had 23 members of staff this year as Mr Clayton and Mrs Sandral shared 2/3SC when Mr Knight was seconded to the regional Literacy team. We welcomed Mrs Diana Voss who taught 1/2/3Z and Mrs Pam Chahda to the part time support teacher position. Our staff also included eight Learning Support Officers, a School Administration Officer, a School Administration Manager, a Teacher Librarian and a General Assistant.

**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>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11.36</strong></td>
</tr>
</tbody>
</table>

There aren’t any Indigenous staff employed at Jindera Public School. Where necessary, the Aboriginal Community Liaison Officer and the Consultant for Aboriginal Education are included in the planning process and for advice and teacher professional learning.

**Staff retention**

A high level of staff retention continued in 2011 despite absences due to long service leave or transfer of duty to another school or departmental setting. This year, we welcomed Miss Shannon Blair who replaced Mrs Wendy Davis who accepted a service transfer.

**Teacher qualifications**

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

We have a highly qualified and experienced staff who continually participates in their own and school identified professional learning. During 2011 Mr Des Knight, Assistant Principal, was seconded to the regional Literacy team and the school was able to benefit from his extensive knowledge and best practice in effectively teaching Literacy. Ms Singleton, school principal, was nominated to write the Australian Curriculum: Geography and to represent the NSW Primary Principals’ Association to review and provide advice to the NSW Board of Studies on the Australian Curriculum: History.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>131,797.88</td>
</tr>
<tr>
<td>Global funds</td>
<td>113,427.63</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>163,244.36</td>
</tr>
<tr>
<td>School &amp; Community Sources</td>
<td>45,702.62</td>
</tr>
<tr>
<td>Interest</td>
<td>6,747.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,572.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>333,694.53</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 25,460.16  |
| Excursions                | 22,020.18  |
| Extracurricular dissections| 18,987.04  |
| Library                   | 4,226.61   |
| Training & development    | 1,615.55   |
| Tied funds                | 176,320.57 |
| Casual relief teachers    | 32,451.86  |
| Administration & office   | 44,934.42  |
| School-operated canteen   | 0.00       |
| Utilities                 | 12,008.95  |
| Maintenance               | 21,244.05  |
| Trust accounts            | 3,489.80   |
| Capital programs          | 6,500.00   |
| **Total expenditure**     | 371,562.61 |
| **Balance carried forward**| 93,929.80  |

The Jindera Public School P&C continues to provide strong and enthusiastic support for our school, working very closely with staff to determine funding priorities and to support all students. The P&C made another significant donation to the school to purchase resources such as electric pencil sharpeners and a new PA system in the hall, COLA and assembly area. The P&C also contributed a significant amount of $8750.00 so that school excursions, camps and visiting performances could be heavily subsidised, reducing the costs to parents.

Major capital improvements to the school during 2011 include:

- A new PA system and data projector for the hall ($6150.00).

A full copy of the school’s 2011 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 2011

Jindera Public School provides a balanced and enriched curriculum offering our students many different opportunities for participation and success. There has been a strong and successful tradition of providing our students with additional cultural, sporting and community involvement opportunities. This, combined with consistently high academic performance and an embedded philosophy of continual review, evaluation and school improvement, guarantees a well-rounded and high quality education for all our students.

Achievements

Arts

During 2011 the students participated in a range of arts activities and experiences designed to extend opportunities for students to explore and develop new interests or further expand current interests. These included:

- Weekly music groups where students could learn dance, percussion or choral singing
- Weekly art/craft/interest groups
- Card and jewellery making with representatives from the Jindera CWA
- Lunch time knitting group where students could learn to knit and contribute to the friendship blanket.

Students from Year 3 performed at the launch of Education Week 2011 at Albury High School, in a combined ConunDrum presentation with Springdale Heights PS and Lavington East PS.
Sport

At Jindera Public School we strive to provide a wide and varied sport and fitness curriculum. Opportunities are provided for all levels of sporting and fitness levels from non competitive up to competing at the state level for those children who are identified as talented in their sporting fields.

Teachers provide a comprehensive daily fitness and skills program where the children have the opportunity to improve aerobic fitness levels and to improve on their game and ball skills in a relaxed non-competitive environment.

This year we continued our involvement in the Walbundrie and Albury P.S.S.A.

Our students had the opportunity to gain selection in representative sports including swimming, athletics, cross Country, tennis, water polo, netball, Australian football, soccer and basketball.

We also competed in the Albury P.S.S.A. winter sports program, providing two soccer teams and four netball teams.

We continued our swimming program again this year and extended the opportunity to the Year 2 children who turned eight in 2011 to be involved in learn to swim, water aerobics, stroke correction and squad training.

Next year will see a major change with Walbundrie P.S.S.A. merging into the Southern Riverina P.S.S.A. zone. We believe that this will provide greater competition for our students and at the same time allow for greater representation in some sports. This will also allow our students to be involved in Gala Days run by the Southern Riverina Schools.

Highlights for 2011:

- Junior boys soccer team were undefeated in the 2011 season.

- Three students gained Riverina P.S.S.A representation to compete at state championships.
  - Kenna Watson - Girls Basketball and Netball
  - Brea Quinlivan - Girls Soccer
  - Breanna Moreland - Girls Water Polo

Kenna, Breanna and Brea

Other

Public Speaking

Jindera Public School formalised public speaking by introducing a school competition and a perpetual shield for the champions in Stage 1, Stage 2 and Stage 3.

Hayley Martin won the K – 2 shield, Jed Hodgson won the Years 3 and 4 shield and Hannah Walsh won the Years 5 and 6 shield. Jed and Hannah went onto represent the school at the Lions Club of Lavington competition with Jed winning through to the next round. Hannah and Jed also performed extremely well at the Durakar competition held at Lavington East Public School.

This competition highlighted the high quality of public speaking talent that the school has.

Year 6 Durakar sports day at Murray High School

As part of the Durakar learning community program our Year 6 students participated in a sports day at Murray High School. The students took part in netball, basketball, touch football, soccer and Australian rules football. The students had another opportunity to mix with other students from the Durakar learning community and establish friendships before entering high school.
Camps and excursions

Major excursions are a vital part of our school curriculum as they teach subject content in a practical way that allows students to interact with the themes and topics. Major excursions also teach very important social skills, resilience and life skills. All students had the opportunity to participate in a major excursion during 2011. Years 5 and 6 went to Canberra as part of their HSIE unit on government. For the second year in a row, students in Years 3 and 4 attended Wymah resort for a two night and three day camp. Students were able to participate in activities to reinforce cooperation and initiative skills as well as abseiling, archery and animal feeding.

The K – 2 excursion took the students to Beechworth to visit the Bakery, the sweet shop and the honey shop. Each grade visited a different venue before meeting up to explore the museum.

Community involvement

At Jindera Public School we believe that the school should be the centre of the community. This year we raised money for the Jindera Netball Club and were proud to present a cheque to Mrs Fiona Brown.

Members of the Jindera CWA assisted students with craft activities for Mothers day and judged the cover competition for the new Jindera school magazine.

During 2011 Jindera Public School hosted a positive parenting program, Triple P which offered suggestions and ideas on positive parenting. The course was conducted over 3 weeks during Term 3.

Music

In conjunction with the Murray Conservatorium of Music students at Jindera Public School were involved in a drumming/percussion program, ConunDrum. All students participated once a week in the very practical program which also taught the fundamentals of music and culminated in some excellent performance pieces for the opening of Education Week at Albury HS, various assemblies and Presentation evening 2011.

The school choir was very fortunate to work with a choral teacher from the Conservatorium to prepare choral items for Presentation evening.

School singing now forms a very large part of our school assemblies and K – 2 music afternoons. Students very enthusiastically participated in school singing, choir and music sessions throughout 2011.

We continued to reinforce our links with Jindera Preschool by involving the children in some of our performances, excursions and discos. Ms Kerry Thomas, the Director of Jindera Preschool joined our school council as a community representative. The Jindera Juniors transition program continues during 2011 to introduce preschool children to “big school”.

Georgia and Mrs Fiona Brown
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 these 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)

Literacy – NAPLAN Year 3
Progress in numeracy

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 in our school achieving at or above the minimum standard in 2011

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Jindera Public School is focused on creating an inclusive environment where students know and understand customs, practices and stories of people in the community, Australia, the Asia Pacific region and ultimately the world around them. Through these programs, students develop a sense of who they are and where they are placed in the world.

Aboriginal education

A major focus for Jindera Public School is to provide programs and practices that educate all students about Aboriginal histories, cultures and contemporary Aboriginal Australia.

Our Aboriginal Education policy was revised during 2011, in consultation with the School Council. This is in line with the Department’s expectations of closing the gap, raising the achievements of Indigenous students and providing quality programs for all students. Individual Education Programs were developed for all Indigenous students at Jindera Public School.

An Aboriginal perspective is embedded in all units of work, explicitly and implicitly, in Human Society and its Environment (HSIE) key learning area and increasingly across the whole school curriculum from Kindergarten to Year 6.

Student excursions to Canberra, Wymah and Beechworth all featured knowledge and experience of Aboriginal history and cultures being taught and discussed. K – 2 students attended a school excursion where they participated in an Aboriginal music performance. This included learning movements to depict
animals in Aboriginal dance and the significance of the didgeridoo in Aboriginal performances.

An Acknowledgement of Country is part of every assembly and major meeting at Jindera Public School.

**Multicultural education**

Multicultural education and the value of cultural diversity are promoted through the curriculum, through values education/ peer support and anti-racism awareness.

Students were regularly reminded, through class discussions and at assemblies, about the importance of respect for everyone at Jindera Public School and that racist behavior and discrimination would not be tolerated. Appropriate support is provided for anyone experiencing racist behavior and discrimination as necessary.

Staff and students attended performances led by artists from various Asian countries including India, Indonesia and China as part of the Studies of Asia program developed and implemented at Jindera Public School in 2010.

To conclude the Studies of Asia topic on India, 1/2/3Z had a class visit from some Indian community members and their grandfather who was visiting from India. The students were able to ask questions they had prepared and learnt some Sanscrit.

**Respect and responsibility**

Jindera Public School once again took the initiative to implement the Peer Support Australia (PSA) program for Values Education. Mrs Turnbull trained the Year 6 students to be leaders and the whole school participated in modules focusing on being a good friend, anti-bullying and helping to make the school a friendly and inclusive place to be.

All classrooms displayed the nine core values of public education and star awards were given to students who displayed consistent respect and responsibility towards others.

Following several weeks of friendship activities, in pairs and peer support groups, the students (parents and community) contributed knitted squares to a friendship blanket that has been placed in the sick bay to comfort students who are unwell.

**Connected learning**

Jindera Public School’s Connected Classroom facilities were installed at the end of Term 1 2011. Students participated in a video conference with other schools around NSW, hosted by Taronga Zoo. Students in Years 4 – 6 participated in an author visit with Libby Gleeson via video conference. Staff was able to participate in regional network meetings via video conference throughout 2011.

**Other programs**

**Durakar learning Community**

During 2011 the Durakar learning community worked together to provide teacher professional learning and student performances and experiences.

The teaching staff from Lavington PS, Lavington East PS, Springdale Heights PS, Burrumbuttock PS and Jindera PS joined together to participate in CPR and anaphylaxis training. The Durakar executive team, including Murray HS, met regularly to organize combined staff meetings, professional learning and student performances.

Students in K – 2, from the five primary schools, met at Lavington PS to participate in cultural performances presented by Cultural Infusion. Students in Year 5 were selected to participate in a Durakar Public speaking workshop, coordinated by Murray HS and the winners of the school public speaking competition competed in the Durakar Public Speaking competition at Lavington East PS and Springdale Heights PS.

**Student Leadership Breakfast**

Student leaders from Murray HS and the five Durakar primary schools participated in the annual Durakar Student leadership breakfast. This was held at Springdale Heights PS on Tuesday 9 August. Community leaders including Mr Mal and Mrs Jean Evans and Mr Bernie Sandral attended to share their experiences and advice about successful leadership.
Progress on 2011 targets

Management plan targets outline strategies and goals for school improvement. Every year we agree on some achievable and measureable targets for the following year. This section of the report describes the progress made towards achieving these targets.

Target 1

100% of students in Year 5 will show growth equal to or above state growth
36% or more students will achieve top 2 bands

Our achievements include:

- 60% of students in Year 5 showed growth above or equal to state growth.
- 20% of students achieved the top 2 bands
- All teachers focused intensively on Numeracy skills during Maths lessons. Small groups of students were provided with regular revision and remediation to improve tables, time and place value in Numeracy.
- Previous BST and NAPLAN tests were utilized to prepare students for the testing situation and to familiarize students with the types of test questions.
- After school Maths tuition provided free to students during Terms 1 and 2.
- K-2 teachers continued to participate in InTensive training and regular Maths professional learning and common discourse amongst staff during collaborative planning.
- Continuation of L3 training for K teachers for the 3rd year.

Target 2

All teachers effectively teaching literacy through the Key Learning Areas of HSIE/PD/H/PE & CAPA

Our achievements include:

- A review of the school HSIE scope and sequence to ensure that across stage classes could accurately plan and program
- Teachers from the Murray Conservatorium of Music team taught and provided demonstration lessons in choral and general music teaching for classroom teachers at Jindera PS
- ConunDrum implemented across the whole school in Terms 2 and 3 for students to participate in a structured percussion/music program throughout the school.
- Review of and professional learning in the PD/H/PE syllabus for teaching staff to revisit best practice, assessment and reporting in PD/H/PE
- Additional teachers trained in Accelerated Literacy and additional resources purchased to support Accelerated Literacy focusing on Asia
- Review of the assessment scope and sequence to ensure that formalized procedures and standardized tests were being used
- All teachers effectively teaching music in class programs and through music groups
- Teachers are implementing a variety of literacy strategies to better cater for all students, such as spelling groups, emphasis on teaching grammar
- Students effectively engaging with reading and literacy sessions through a teaching focus on comprehension strategies through the different KLAs.

Target 3

Introduction to and trialing of aspects of the new Australian curriculum: Science

As the release of the NSW Science and technology syllabus has been delayed until at least June 2012 the teaching staff continued to focus on teaching the current NSW syllabus whilst preparing for implementation of the new syllabus documents.

Our achievements include:

- An audit of current science resources and purchase of additional materials in line with the new science curriculum.
- A focus on practical, hands on science being taught in classrooms
- Teachers introduced to the Australian Curriculum: Science and provided feedback to the NSW Board of Studies.
**Target 4**

*Connected Classrooms program linking Jindera Public School with other schools in the Durakar Learning Community, operating in Stage 3 classrooms to enhance teaching and learning in Numeracy, HSIE and Science*

Our achievements include:

- Connected Classrooms videoconferencing equipment installed
- Students in Stage 2 and Stage 3 participated in videoconferences with Libby Gleeson and Taronga Zoo
- Teachers from Jindera PS participated in professional learning to enhance skills in videoconferencing and student incursions
- Staff utilised videoconferencing facilities to access regional professional learning and regional committee meetings.

**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 2011 our school carried out evaluations of Teaching, Numeracy/ Mathematics and Technology.

**Educational and management practice**

**Teaching**

**Background**

In 2011 the school sought the opinion of the school community in order to evaluate people’s perceptions, including students, of the teaching at Jindera Public School.

**Findings and conclusions**

Students in Years 4 to 6, parents and staff were all surveyed to evaluate the teaching at the school. Sixty seven students, all staff and 20% of parents responded to a survey or were interviewed.

100% of parents agreed that:

- The teachers provide interesting and appropriate activities for each child’s needs
- The school offers an interesting and varied approach to curriculum, eg student performances, Interactive whiteboards, school excursions and incursions

Most parents identified that the school performed particularly well when communicating with and to parents and listened proactively to parental concerns that were raised.

100% of staff responded that:

- They tried very hard to ensure that their students were provided with a relevant, challenging curriculum
- They tried very hard to clarify outcomes and the purpose of learning with students
- Their assessment processes provide information on students’ strengths and areas for further development and these are reported to parents/carers.

Most students agreed or strongly agreed that:

- My teacher helps me understand by using stories from real life
- I am enthusiastic about my learning
- I think what I learn is important
- I feel proud of my learning achievements
- My teacher encourages me to do well at school
- I really enjoy learning.

**Future directions**

The following were identified from the evaluations and include:

- Reporting to parents was varied and provided many opportunities for teachers and parents to discuss student’s strengths and areas of concern. The new format will continue into 2012.
- Students will work in small groups with mentors where appropriate to improve basic reading and numeracy skills.
- Out of School Hours care (OOSH). Current arrangements for OOSH ceased in Term 4 2011. The school will work with Greater Hume Shire to try to find alternative care and to work towards the establishment of long term care options in Jindera.
Curriculum

Numeracy (and Mathematics)

Background

The school annually reviews curriculum areas in a cyclical manner. During 2011 the staff reviewed the teaching and learning of Numeracy (and Mathematics). Further modifications will be made to the teaching of Mathematics as well as additional teacher professional learning programs to encompass the curriculum requirements of the proposed Australian Curriculum: Mathematics.

Findings and conclusions

Student, parent and staff surveys were distributed in Term 4 2011. Ninety students and all staff responded to the survey about Numeracy (including Mathematics). Twenty percent of parents either responded to the survey or were interviewed.

Most students responded that:

- The best things about Maths include hands on learning, working in groups with your friends and learning new things that will help you later in life.
- They enjoyed learning Maths

Overall, the staff felt confident or very confident teaching Mathematics (and Numeracy) in their classrooms. They felt confident/very confident that they were assisting students to reach the appropriate stage outcomes for Space, Number, measurement and Working Mathematically and that most of their students were engaged in class Maths (including Numeracy) lessons.

The staff also responded that they tried very hard to engage students through real life and explaining why the learning mattered.

Most of the parents surveyed/interviewed agreed that their child/ren enjoyed Maths learning and the teachers took time to further explain difficult concepts or to offer further assistance to those students who required it. An example of this was free after school Maths tuition offered to students in Years 5 and 6.

Future directions

- Further staff development on teaching Numeracy through all the key learning areas

- Review of best practice in Mathematics teaching and implementation in classrooms
- Teachers collaborating on programming and assessment
- Whole school focus on basic skills, speed tests and mentals
- Trialling of Australian Curriculum: Mathematics
- Teacher professional learning in Mathematics (and Numeracy) using the interactive whiteboards as a resource
- Further focus on celebrating Mathematics achievement

Other evaluations

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. One hundred and seventy two students and all staff responded to the survey about the quality of school life. Twenty percent of parents either responded to the survey or were interviewed.

Responses to the questions were overwhelmingly positive with most responses being “strongly agree” or “somewhat agree”. Their responses are presented below.

- The school is a friendly school that is tolerant and accepting of all students
- The students are the school’s main concern
- The school provides clear information about student achievement through the school’s reporting process
- The school teaches and promotes core values, eg Peer Support, Friendship days etc.

There was overwhelming agreement that a whole school focus on the teaching of music and new music initiatives should continue.

Professional learning

As a learning community we value our own and other’s learning. All staff members, teaching and non-teaching participated in extensive professional learning activities during the 2011 school year, conducted by external providers and
Department of Education and Communities
consultants.

Our professional learning activities were focused on school identified targets as well as mandatory compliance training in anaphylaxis and CPR.

The Durakar learning community the principals from the five primary schools met regularly with the principal of Murray High School to coordinate joint professional development activities and to share information relevant to transition of students and NAPLAN data.

Mr Knight was seconded to the Riverina Literacy team and he regularly trained the teaching staff in effective strategies for teaching literacy. Mrs Simpson trained to deliver Accelerated Literacy, a very successful and proven approach to teaching literacy. Mr Knight will continue to support teachers at Jindera PS in teaching Accelerated Literacy during 2012.

Two teachers team taught with a specialist music teacher from the Murray Conservatorium of Music. This allowed the class teachers to watch music lessons and to model effective, practical strategies with their classes.

Our Kindergarten teachers continued with the regional initiative **Language learning and literacy** (L3). This ensured that all students in Kindergarten and Year one receive systematic, explicit instruction in reading and writing within small groups of three to four.

Teaching staff and School Support Officers attended training in using Ipads to support students with special needs.

The average expenditure per teacher was $975.00. The main areas for expenditure included:
- **Beginning teacher Support** $944.81
- **Literacy and Numeracy** $5670.45
- **Leadership and Career** $2544.18
- **School identified projects** $2692.60
- **Welfare and Equity** $800.00

Non teaching staff attended workshops on **managing behaviour in special needs children and supporting Literacy and Numeracy in the classroom**. The Relieving School Administration Manager attended the SASSPA Annual Conference.

Training and development was undertaken during staff development days at the beginning of Terms one, two and three. School planning for 2012, based on a thorough evaluation of 2011 programs and initiatives, was carried out on the school development days at the end of Term four. This greatly reduced the cost of professional learning and syllabus implementation and allowed more staff to access training and professional learning.

**School planning 2012—2014**

The current three year plan, 2009 – 2011, has been thoroughly evaluated and the new school plan, 2012 – 2014, is being developed. The new plan will address areas for focused improvement over the next three years whilst building on the strengths and exemplary programs already in place in the school. The school plan will focus strongly on the improvement of reading comprehension and spelling as a way of improving achievement in Literacy and Numeracy. With the introduction of the Australian Curriculum the new school plan will focus on a review of best practice and current research into the teaching of Maths, History and Science. Teachers and Executive will lead the review and implementation of new syllabus documents over the next three years at Jindera Public School, building leadership capacity and curriculum knowledge of all staff.

**School priority 1 - Literacy**

**Outcome for 2012–2014**

*To improve the reading comprehension of all students.*

*To increase student’s range and use of skills and strategies to enable acceptable, conventional spelling*

**2012 Targets to achieve this outcome include:**

- To increase the number of Year 3 students in Band 6 by 5% by 2012
- To increase the number of Year 5 students in Bands 7 and 8 by 10% by 2012.

**Strategies to achieve these targets include:**

- Benchmark all student comprehension levels
Staff professional learning meetings to discuss reading comprehension strategies and sharing of best practice

Explicit teaching of comprehension skills during literacy sessions and all other KLA programs. Monitoring of comprehension strategies across all KLAs

Purchase print and multimedia support materials

Establishment of buddy classes and buddy students to read and write together. All teachers use DEAR with their students every day

Explicit teaching of spelling rules and reinforcement of spelling in all KLAs

Explicit teaching of the four spelling knowledges

Weekly spelling is based on a core of ability appropriate spelling words, frequently used words and words that relate to the topic of study in other KLAs such as HSIE, S&T etc

Systematic introduction of activities that reinforce spelling knowledges

All student participate in public speaking school competitions. Students are selected to represent the school at Lions Club and Durakar public speaking competitions and events.

**School priority 2 - Numeracy**

**Outcome for 2012–2014**

*To improve levels of Numeracy achievement for all students (particularly at proficiency level)*

*To increase quality teaching and learning in Numeracy*

**2012 Targets to achieve this outcome include:**

- To increase the number of Year 3 students in Bands 5 and 6 by 20% by 2012
- To increase the number of Year 5 students in Bands 7 and 8 by 20% by 2012.

**Strategies to achieve these targets include:**

- Use of syllabus and key points of focus (based on student needs) to maintain accurate records of student achievement
- Use of Newman’s prompts in all classrooms to reinforce steps for solving word problems
- All teaching staff and SLSOs to be engaged in professional learning activities, including regular team meetings to review best practice and pedagogy
- Explicit teaching of areas of high need including times tables, time, patterns and algebra and measurement
- Use of speed tests and introductory games in each Maths lesson that focus on an identified area id needs such as tables, time, etc.
- Utilising previous BST and NAPLAN tests to prepare students for the testing situation and to teach students the ways to attempt questions
- Whole school SMART data training and item analysis.

**School priority 3 – Leadership**

**Outcome for 2012 – 2014**

*To build capacity of teachers to increase student performance by engaging with and embedding the Quality Teaching model.*

*To increase the capacity of teachers to use data to inform teaching and learning.*

**2012 Targets to achieve this outcome include:**

- 100% of teachers use a scope and sequence for all KLAs
- 100% of teachers use a variety of data to inform teaching and learning and reporting to parents.

**Strategies to achieve these targets include:**

- Teaching staff participate in and implement *How to Learn* professional learning strategy.
- Teaching staff set professional goals and develop strategies and professional learning plans in line with the school targets and focus areas
- Teaching staff program for five weeks of planned student learning then in two week blocks of identified student needs/areas that require review and reinforcement.
School priority 4 – Curriculum (Assessment and reporting)

Outcome for 2012 – 2014

To have implemented assessment of and assessment as learning strategies to drive programming and to increase student achievement

Effective delivery of new syllabus requirements including development of best practice in Science and History

Literacy and Numeracy taught effectively through HSIE, Science and PD/H/PE.

Improved collection and use of data to drive curriculum planning and programming

2012 Targets to achieve this outcome include:

- 100% of teachers regularly review the Quality Teaching model and embed it when planning for implementation of the Phase 1 syllabuses of the Australian Curriculum
- 100% of teachers are familiar with effective pedagogies and best practice, including historical and scientific enquiry, in the planning for implementation of Phase 1 subject of the Australian Curriculum.
- 100% of teachers utilizing a variety of data to inform teaching and learning in Mathematics and English

Strategies to achieve these Targets include:

- All teaching staff utilise SMART data and Consistency of Teacher Judgement (CTG) to further inform teaching programs based on student needs
- All teaching staff to focus on professional learning to implement NSW Quality Teaching model in all areas of K-6 curriculum
- All teaching staff participates in “assessment for learning” and “assessment as learning” professional development including the construction of rubrics and a shared understanding of syllabus requirements as a whole of school focus.
- Teaching staff leads/participates in implementation planning for the new syllabus documents for Science and Technology, History and Mathematics.

- Comprehension concepts “tracked” in teaching programs to ensure that all are taught, meaningfully, in all key learning areas.

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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