Jiggi Public School
Annual School Report 2013
School context

Jiggi Public School is situated in a rural valley 20km north of Lismore. The 36 students enrolled in the school are drawn exclusively from the local area and travel to school by bus and car. The school is a focal point of community life in the valley and attracts involvement from parents and community members. The students are known as Jiggi Gems. There are two classes – Diamonds (K-2) and Opals (3-6). The school has a computer room, library, canteen and interactive whiteboards in every room. The school is an active member of the Big Scrub Community of Schools.

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 attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.1</td>
<td>94.7</td>
<td>85.7</td>
<td>95.0</td>
<td>90.9</td>
</tr>
<tr>
<td>1</td>
<td>90.7</td>
<td>92.2</td>
<td>92.4</td>
<td>98.4</td>
<td>96.0</td>
</tr>
<tr>
<td>2</td>
<td>91.6</td>
<td>93.6</td>
<td>91.0</td>
<td>93.6</td>
<td>98.9</td>
</tr>
<tr>
<td>3</td>
<td>89.3</td>
<td>91.1</td>
<td>96.0</td>
<td>92.2</td>
<td>91.8</td>
</tr>
<tr>
<td>4</td>
<td>92.3</td>
<td>92.1</td>
<td>93.4</td>
<td>95.3</td>
<td>94.8</td>
</tr>
<tr>
<td>5</td>
<td>93.0</td>
<td>94.5</td>
<td>95.9</td>
<td>93.0</td>
<td>86.5</td>
</tr>
<tr>
<td>6</td>
<td>96.1</td>
<td>88.7</td>
<td>96.1</td>
<td>94.1</td>
<td>86.5</td>
</tr>
<tr>
<td>Total</td>
<td>92.0</td>
<td>92.6</td>
<td>93.1</td>
<td>93.9</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The Jiggi school community recognizes the critical link between attendance levels and student achievement.

Student non-attendance is monitored through specific procedures including accurate daily records, communication home via telephone, notice of absent letters sent home to parents requiring an explanation for not-attendance and adherence to the Attendance Policy which includes referral to the Home School Liaison officer when attendance issues have not been resolved at a school level. A reminder of the importance of attendance and punctual arrival is given in regular newsletters.

Workforce information

All staff at Jiggi Public School are dedicated and caring individuals.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.436</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.432</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. With such a small staff Jiggi has 0% of Aboriginal staff.

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>Postgraduate</td>
<td>33</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>111285.06</td>
</tr>
<tr>
<td>Global funds</td>
<td>53581.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>28950.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11264.65</td>
</tr>
<tr>
<td>Interest</td>
<td>2033.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>546.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>207661.47</td>
</tr>
</tbody>
</table>
Total Balance carried forward

A full copy of the school’s 2013 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 2013**

**Academic achievements**

**NAPLAN**

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

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

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

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

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

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

In schools with small enrolments in a particular year, special care is taken with the use of data to ensure individual students are not identified. Parents are given individual reports with their child’s results.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education is integrated substantially in the Human Society and its Environment (HSIE) curriculum. Students form a perspective of Aboriginal history and culture. All students complete art activities with an Aboriginal focus. All students travelled to Byron Bay and participated in the ‘Dolphin Dreaming’ program run by the local Aboriginal community. Through story, dance and creative expression, this program provided our students with the opportunity to learn about the life and culture of our Arakwal people.

**Multicultural education**

The school places significant emphasis on the delivery of programs which promote racial tolerance and harmony and promotes multicultural perspectives across the curriculum. The Anti-Racism Contact Officer (ARCO) position is kept filled by a trained staff member.

**Transitional Equity Funding**

Planned literacy and numeracy based programs that aimed to provide equity for students was successful in 2013. Finding was $13600 A learning and support teacher was employed to support both classes one day a week and Australian Standing Order books for the library were also purchased through this program.

**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:

- Paper surveys
- Discussions at P&C meetings
- Face to face meetings

**School planning 2012—2014: progress in 2013**

**School priority 1**
Increase the percentage of students achieving in the highest bands in Numeracy in years 3 and 5.

**Outcomes from 2012–2014**
Our student progress is monitored closely and personalized learning plans are implemented for those who need additional support. We have a School Learning Support Officer (SLSO) working with the Diamonds class and an extra teacher on the Opals two days a week. Students work in small groups and teachers explicitly teach content.

**Evidence of progress towards outcomes in 2013:**
- Individual students achieved in standardized tests.

**Strategies to achieve these outcomes in 2014**
- Teachers will access and analyze PLAN data for all students.
- Continue to implement the PLAN learning continuum and plot students.
- Teachers will use the North Coast Numeracy Scope and Continuum.

**School priority 2**
To increase the percentage of students in Bands 4 and 5 in reading. To increase the percentage of students who are achieving the National benchmark in year 5 to 100%.

**Outcomes from 2012–2014**
Our cohort of year 5 students is too small to comment.

**Evidence of progress towards outcomes in 2013:**
- Teachers are utilizing the Quality Teacher framework as a key instrument to improve student outcomes in literacy and use consistent teacher judgment in whole school and class based assessment practices.

**Strategies to achieve these outcomes in 2014:**
- All teacher programs and practice will demonstrate explicit teaching of spelling in line with the North Coast Spelling strategy
- Stage 2 and 3 teachers will follow the spelling and grammar continuum on the Big Scrub Literacy web site.
- PLPs will be developed in consultation with parents for required students.

**Professional learning**
In 2013 all teachers at Jiggi Public School were provided with opportunities to participate in professional learning experiences. These included: Attendance at our Big Scrub Community school meetings, Positive Behaviour for Learning Training for all teachers, Ipad training.

The total expenditure of professional learning was $5515.42. This resulted in an average of $1378 per teacher.

**Parent/caregiver, student, and teacher satisfaction**
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

5 parents returned surveys.
- 100% of parents who returned surveys indicated they strongly agree that the school office responds to enquiries and requests in a friendly and prompt manner.
- 100% indicated the weekly newsletter keeps the community informed about coming events and school achievements
- 100% value the school newsletter
- 100% agree that Jiggi Public School is an attractive and well-resourced school
- 100% agree the school is a friendly school that is tolerant and accepting of all students
- 100% agree that the students are the main concern
• One survey indicated they strongly agree that the school promotes its uniform policy, three parents indicated they agree to this and one parent half agreed and half disagreed with this statement.

• Two surveys indicated they strongly agreed that a wide range of extracurricular programs were offered, one agreed with this and two disagreed with this statement.

Students were surveyed. 100% of students surveyed identify that they really like going to school each day. They all agree their teacher treats them fairly. Questions relating to teachers and the school were all positive. There were some dissatisfaction about how other students feel towards them and how well they get along with other students.

We will continue with our PBL and explicitly teach the school rules and what they look like in the playground and in classrooms. We will also continue to run the ‘You Can Do It’ program which teaches social skills. We will aim to have more satisfaction among our student relationships.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Michelle Stroud-Watts Principal
Liz McIntyre SAM

School contact information

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Web: www.jiggschool.com
School Code: 2235

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: