School Overview

SCHOOL OVERVIEW

Jells Park Primary School is situated in the south-eastern residential area of Wheelers Hill, within five minutes walking distance of the Jells Park Reserve, from which the school derives its name. Built in 1979, the school has immediate impact because of the unique contemporary design of the building which is complemented by the attractive treed setting and well-maintained school grounds. In recent years the school has constructed a performing arts building and 2 new classrooms. This has been possible through the Investing in our Schools Grant and school funds.

The student enrolment of 389 for 2007 indicates the trend of gradual growth is continuing. This is partly due to a considerable number of families from outside the immediate area seeking enrolment at Jells Park Primary School. The teaching staff of 28 is supported by 2 administration staff and 8 aides working in a variety of capacities.

Jells Park Primary School is fortunate to have significant parental support in a wide range of school activities including classroom programs, committees, excursions, camps and grounds maintenance. The score for General Satisfaction in the 2007 Parent Survey saw a slight increase from 5.5 in 2006 to 5.53 in 2007 on a scale from 1 to 7, where 7 is the best possible score.

Jells Park Primary School aims to nurture and develop individuals to become adaptable in a changing environment and to acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a global society. To support this, the school community believes the following values play a vital role in establishing an environment that enables all children to achieve their full potential

Respect:
• Treating others with empathy, compassion and dignity
• Valuing yourself and the environment

Honesty
• Behaving in a trustworthy manner
• Demonstrating integrity and fairness

Excellence
• Taking pride in the efforts and achievements of ourselves and others
• Accepting the challenge to realise our full potential

Resilience
• Maintaining a positive attitude
• Demonstrating persistence and flexibility

During 2007 Jells Park staff implemented a professional development plan that included major focuses to:
• develop a Scope and Sequence Chart for sequential implementation of thinking strategies Prep to Year 6 and audit against the new progression points.
• extend current Assessment and Reporting practices.
• embed a school wide Performance and Development Culture
• review, monitor and modify programs to ensure that they provide rigour and challenge for students to achieve their best.

Significant time and resources were allocated to improve consistency in teacher judgements through moderation across levels. The installation of electronic whiteboards across the school proved a great success with staff dedicated to improving ICT skills to ensure effective use of this new resource.
Teacher Satisfaction
The average score for teacher satisfaction (School Morale) at Jells Park Primary School was 93.5 on a scale from 0 to 100 where 100 is the best possible score. This is significantly higher than the State Primary mean of 79.2.

Teacher Absence
During 2007 the average number of days absent per teacher was considerably lower than the state mean. The average for Jells Park was 2.42 days while the mean for Victoria was 5.61.

Teacher Retention
Of the 27 teaching staff in 2006, 85% remained at Jells Park Primary School during 2007. Those staff that did not return included a retiree, one staff member travelling overseas and one taking Leave Without Pay.

Teacher participation in professional learning
All teaching staff have participated in professional learning throughout the year. This has included regular fortnightly professional development based at school, Induction/Mentoring for Beginning Teachers and individual professional development relevant to teachers’ needs.

Teacher Qualifications
All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?DocumentID=241

Principal’s Report
During 2007 we started to implement our new Strategic Plan. Our focus was to improve student engagement through the regular implementation of more practical science at all levels throughout the school and to incorporate more use of ICT into all curriculum areas. The number of electronic whiteboards in classrooms was increased so that all the Year 5 and 6 students had regular access to the latest technology and all levels had an electric whiteboard to share. Staff received regular professional development in ICT to explore interesting and innovative uses for the new technology.

Student achievement continues to be at a high level throughout the school but teachers constantly reflect on teaching practices and curriculum delivery and content to maximise the learning of all our students which is reflected in the high Student Achievement results at each level.

The Staff Opinion Survey although at a very high level, showed improvements in all areas. The Parent Opinion Survey also showed improvements in all areas and the parent comments were extremely positive and reinforced the overall satisfaction of the school community with the school.

Jells Park continues to take an active role within the Innovations and Excellence Cluster. This year the project focused on the delivery of Science and Thinking to enrich classroom practice in all levels of the school. All staff participated in a Cluster Conference which was extremely successful. A highlight for the Cluster was an Art Show in Mt Waverley that showcased the talent of many of our students. Although this is the final year or the project, strong links between the schools have been developed and will continue in years to come.

During 2007 the school continued to provide a wide range of extra curricula activities including:

Creative Music Program
School Choir
School Percussion Group/Band
Kelly Sports Program
Keys to Success/ You Can Do It
Chess Club
Tournament of Minds
Epilepsy Trivia Challenge
Camps
Academic Competitions
EMR Choir
RACV Energy Challenge
Soccer Club

The safety and wellbeing of our students remains a priority at Jells Park. Much attention is paid to maintaining a safe environment both inside and outside the classroom and it is important to note the high number of staff who hold current Level 2 first aid qualifications. Thanks to the students, staff and parents who report issues of concern so that they can be addressed in a prompt manner.
Jells Park Primary School

2007 Annual Report to the School Community

Jells Park is proud of its positive school environment where individuals are valued, and respect and tolerance for others are continually demonstrated and expected. This year we continued our commitment to the ‘You Can Do It’ program which focuses on the five keys of Resilience, Organisation, Persistence, Cooperation and Getting Along. This program also supports our Values Program. These programs are integrated into our entire curriculum and underpin all activities and interactions within the school.

Jells Park is exceptionally lucky to have such a supportive parent community and 2007 was no exception. The parents willingly assist in classrooms and support the myriad of school activities, programs and functions. On behalf of the staff, I wish to thank all our families for their support throughout the year.

The Friends of Jells Park had a very successful year organising exciting activities for our students including the Disco and stalls for Mothers’ and Fathers’ Days, supporting staff and classroom programs and organising activities and events for the parent community. They also contributed their budgeted $5,000 plus an extra $9,000 for the purchase of a new PA system and blinds in the multi purpose room, new sport uniforms, new Reading resources and extra seating for the playground. This was an amazing effort and I would like to thank Melissa Gallina and her team of dedicated parents for all their hard work and support. I would also like to thank Paula Decleva who assisted as convenor in the latter part of the year.

The school financial and administrative processes continue to be managed in a most efficient and professional manner by Helen Farmilo and Sandy Sloane. This year the school received a perfect financial audit report and will not be audited for the next 3 years. The school office is pivotal to effective organisation and communication within the school and I sincerely thank Helen and Sandy for their friendly approach to all tasks and for their constant support.

I would like to thank Justin Butler who took on the role of Assistant Principal in terms 3 and 4 whilst Bruce assisted as Principal at a local school and Kevin Oakey who took on the role of leading teacher. Both did an excellent job and provided a great deal of support to myself and the staff. I would also like to thank Bruce Cunningham, Justin Butler and the management team for their ideas, their guidance and for their support and the whole staff for their dedication and commitment to providing the best possible learning environment and opportunities for our students.

The effective operation of the School Council provides a clear direction for decision making and the allocation of resources within the school. I would like to thank John Leslie, President, Garry Rogers, Treasurer and all the councillors for their work during 2007.

2007 was a very successful year and I am confident that the school will continue to build on the strengths of the past and develop improved student outcomes and opportunities for the future.

Gillian Brookes – Principal
STUDENT PROGRESS and ACHIEVEMENT

Student Learning

The Victorian Essential Learning Standards has been the basis of the school’s curriculum for two years. The school has reviewed all Units of Work to ensure that VELS is fully implemented. Jells Park met DEECD requirements by reporting to parents formally in English, Mathematics Health and Physical Education, Information and Communications Technology and Personal Learning in 2007.

The school goals of:

• further developing student learning outcomes and teaching practices to enhance academic rigour and to encourage deep thinking in all students.
• providing a safe and stimulating learning environment that excites students to challenge and extend their thinking, social competencies, resilience and self esteem.
• extending our current transition practices to facilitate effective transition for all students from pre school to Year 7.

were supported through

• developing a Scope and Sequence Chart for sequential implementation of thinking strategies Prep to Year 6 and audits against the new progression points.
• extending current Assessment and Reporting practices.
• embedding a school wide Performance and Development Culture
• regularly using P.M.I.’s, Prep to Year 6 to monitor and further develop positive student/teacher relationships.
• a Professional Learning Team leading improved ICT practices in classrooms.
• developing a detailed School Policy to ensure an agreed and consistent approach to Student Wellbeing and discipline.
• reviewing, monitoring and modifying programs to ensure that they provide rigour and challenge students to achieve their best.

2007 saw an emphasis placed on ‘Raising the Bar’. The success of this is supported by teacher judgements against VELS. Data clearly indicates a general increase in the number of students achieving an ‘A’ rating in English and Mathematics Prep to Year 6. While this may partly be due to a slight adjustment of what constitutes an ‘A’ the procedures implemented across all levels have impacted positively on student learning.

The AIM data supports the results indicated through teacher judgements. The percentage of students achieving at or above expected standards in Year 3 is 95% in Reading and 97% in Mathematics. In Year 5, 80% of students are at or above expected standards in Reading and 90% in Mathematics. While the Year 5 data is pleasing it is not as high as the Year 3. 2006 and 2007 saw a number of children enrol in this cohort who were not achieving at the same level as the majority of existing children. This has had a negative impact on the Year 5 data. The School Means in Reading and Mathematics are well above State Means in both Year 3 and 5.

According to AIM results the percentage of students achieving at or above National Benchmarks is outstanding. In Year 3 100% of students are achieving at or above Benchmarks in Reading, Writing and Numeracy. In Year 5 data is similarly pleasing with 100% of students at or above National Benchmarks in Reading and Writing. In Numeracy, one student had not yet achieved the required standard at the time of testing (August).
Student Pathways and Transitions
2007 was the final year of funding for the Brentwood Innovations and Excellence Cluster. The major focus of the Cluster in 2007 was to further develop sound relationships between primary and secondary staff and as a result close links with participating schools were maintained throughout the year. Activities included cross cluster competitions, school visits and a combined Curriculum Day in May on Thinking Skills and Enrichment. This day was a resounding success providing staff the opportunity to select from a wide range of workshops related to the day’s focus. It also helped strengthen relationships between teachers from the primary schools and secondary school and led to cross school discussions on student achievement expectations.

As a result moderation activities were conducted between Level 4 staff from primary schools and Level 5 staff from Brentwood Secondary College. These proved to be extremely productive enabling staff to have a greater understanding of transition requirements from primary to secondary school. To complement this, Year 7 students who once attended Jells Park visited to discuss the differences between primary and secondary school expectations with our Year 6 students.

During 2007 staff has been involved in whole school and individual professional development and regular moderation sessions to improve consistency of teacher judgements across VELS levels. Staff found these sessions to be of great value and felt more confident in making accurate assessments of student development against progression points.

The Pre School/Prep Transition program was a great success in 2007. Parent feedback was extremely positive. Parents believe that the Transition program prepares preschool children for their years at primary school. Similar to previous years a series of seventy five minute sessions were conducted enabling the children to experience a range of programs to familiarise themselves with school surrounds. It also provided an opportunity for parents to meet staff and become more familiar with the procedures and programs offered. Each child was accompanied by a special buddy from Year 5 for the length of the program. The friendships formed supports the Prep child in their first year at school and beyond.

Student Engagement and Wellbeing
In 2007 Professional Development support was allocated to meet the needs of staff to ensure that students were engaged in their learning. Significant time and resources were allocated to improve the teaching of Science across all levels. The Science program was audited and teachers placed a greater emphasis on the teaching of Science. To support this, significant funds were allocated to update equipment. The school installed 5 electronic whiteboards during 2007 bringing the total to 13. These are an excellent teaching tool and their interactivity has certainly appealed to all students.

To support student welfare across the school a detailed policy was prepared to ensure an agreed and consistent approach to Student Wellbeing. This included:
- a policy on Student discipline
- forming of guidelines on expected behaviour
- recording of reported incidents to yard duty staff
- recording of classroom incidents
- analysis of all recorded incidents
- strategies implemented to support students with issues in the yard and classrooms
- professional development for staff
Student absences have been monitored each year. This has enabled the school to identify children who are regular absentees and closely monitor their attendance during the year. This strategy has seen a decline in absences across the school. The school mean in all year levels is significantly below the state mean.

Through implementing the above strategy and the ‘It’s Not Okay to be Away’ policy recommended by Department of Education and Early Childhood Development absences in Years 1, 3, 4, 5 and 6 decreased from 2006. The average absence per student in Year 2 was 10.3. Though this is an increase from 2006 it remains well below the state mean of 13.0. The Prep mean for 2007 was 16.9. This is partly due to a coding error when recording Prep absences on Wednesdays during Term 1. With this corrected the Prep mean is also below the state mean.

The Student Attitude to School Survey was conducted with all Year 5 and 6 children. Results show an increase of the mean in all elements for Year 5 and 6 except Student Safety for Year 6. In this element there was a slight reduction in the mean, however it is still at a pleasing level of 4.26 on a scale of 1 to 5 where 5 is the maximum score.

Future Directions
2007 was the first year of the implementation of the school’s current Strategic Plan. As previously mentioned the goals of the Strategic Plan are:

- To further develop student learning outcomes and teaching practices to enhance academic rigour and to encourage deep thinking in all students.
- To provide a safe and stimulating learning environment that excites students to challenge and extend their thinking, social competencies, resilience and self esteem.
- To extend our current transition practices to facilitate effective transition for all students from pre school to Year 7.

Excellent progress is being made in achieving the goals to be attained by the end of 2010, with many targets already met.

During 2008 the staff will focus on the following aspects:

- Extending existing strategies to cater for students who are achieving above expected VELS levels.
- Embedding the three V.E.L.S. strands of Physical and Personal Learning, Disciplinary and Interdisciplinary within planning frameworks.
- Extending current Assessment and Reporting practices
- Introducing further aspects of student self assessment and goal setting
- Using coaching and mentoring to improve teaching practice.
- Regularly using P.M.I.’s, Prep to Year 6 to monitor and further develop positive student/teacher relationships.
- Providing staff professional development focussed on student needs and perspectives.
- A Whole School Professional Development Plan based on ICT, Spelling, Reporting and Assessment and Strategies to Further Engage Learners.

During 2009 the DEECD Ultranet will be introduced to a number of schools. In preparation Jells Park Primary School staff will participate in the ePotential survey. The ICT Team will analyse the results and prepare an ICT Action Plan for staff to develop the required skills to ensure the benefits of the Ultranet are utilised.
Financial Performance

The 2007 financial year proved to be a very successful year for Jells Park Primary School in financial terms. The Jells Park Primary School Finance Sub Committee met regularly to monitor and manage the financial performance of the school. Resources were appropriately allocated to support school programs. Thorough planning and sound management enabled a high level of staffing and School Support Officers to enhance student learning and school programs.

During 2007 Jells Park was successful when applying for a number of grants. $10,980 was received through the Federal Government as a part of the Investing in Our Schools Program. This grant was used to extend the Junior Playground area and the installation of shade cloth. A further grant of $50,000 was received through the Australian Government Water Fund, Community Water Grants. This money will fund water tanks, plumbing and installation costs to supply water for the student toilets.

The outstanding school community support plays a vital role in the school’s financial strength. This strength comes from the vast majority of families contributing to school levies and fundraising activities. The Friends of Jells Park Primary School worked diligently on a volunteer basis to raise funds to support school programs and facilities. They had a particularly successful year and raised $14,000 for the school which was $9,000 more than expected. The funds received from the Computer, Library and Building levies also support the continual improvement in our school facilities for the benefit of our children. This support has provided the opportunity to purchase resources to complement the school’s ICT programs and assist in the maintenance and upgrading of the school’s grounds and buildings.

Some of the financial highlights for the year included:

- a successful Audit Report in February with no recommendations for improvement
- construction of a new building at the northern end of the school which provided 2 new classrooms. This enabled us to keep class sizes small throughout the school
- installation of 5 electronic whiteboards
- painting of Rooms 7 and 9
- new carpet laid in the main building
- new furniture and extra computers for the Computer Lab in the Library
- upgrading of the school oval
- significant investment in the professional development of staff
- replacement of a retaining wall
- installation of a new sign
- resurfacing of the school oval

The sound management and administration of the school finances is significantly due to the outstanding procedures of Sandy Sloane and Helen Farmilo, the Business Manager together with the Finance Committee.
## Financial Performance for the year ending 31st December, 2007

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2007 Actual</th>
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<tbody>
<tr>
<td>DE&amp;T Grants</td>
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<tr>
<td>Commonwealth Government Grants</td>
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<td>State Government Grants</td>
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<tr>
<td>Other</td>
<td>478,973</td>
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<td>Locally Raised Funds</td>
<td>108,462</td>
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<td><strong>Total Operating Revenue</strong></td>
<td><strong>619,111</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
<th>2007 Actual</th>
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<tbody>
<tr>
<td>Salaries and Allowances</td>
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<tr>
<td>Bank Charges</td>
<td>1,450</td>
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<tr>
<td>Consumables</td>
<td>77,345</td>
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<td>Books and Publications</td>
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<td>Communication Costs</td>
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<td>Furniture and Equipment</td>
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<td>Utilities</td>
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<td>Property Services</td>
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<td>Travel and Subsistence</td>
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<tr>
<td>Motor Vehicle Expenses</td>
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<tr>
<td>Administration</td>
<td>8,386</td>
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<td>Health and Personal Development</td>
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<td>Professional Development</td>
<td>12,851</td>
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<td>Trading and Fundraising</td>
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<td>Support/Service</td>
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<td>Miscellaneous</td>
<td>115,870</td>
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<td><strong>Total Operating Expenditure</strong></td>
<td><strong>656,354</strong></td>
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</tbody>
</table>

| Net Operating Surplus/-Deficit         | -37,242     |
| Capital Expenditure (Cases 21 Finance Only) | 34,978     |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.
### School Contact Information

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Address:</strong></td>
<td>Petronella Avenue, WHEELERS HILL 3150</td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
<td>Gillian Brookes</td>
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<tr>
<td><strong>School Council President:</strong></td>
<td>John Leslie</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>03 9560 6494</td>
</tr>
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</tr>
<tr>
<td><strong>Web site:</strong></td>
<td><a href="http://www.jpps.vic.edu.au">www.jpps.vic.edu.au</a></td>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact (insert school contact details).