

Jasper Road Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Jasper Road Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anne Ezzy Debby Bezzina

Principal Relieving Principal

School contact details

Jasper Road Public School

Jasper Rd

Baulkham Hills, 2153

www.jasperroad-p.schools.nsw.edu.au

jasperroad-p.School@det.nsw.edu.au

9639 6801

School background

School vision statement

Jasper Road Public School aims that every student will succeed in an education worth having and centres all educational and school system decisions around the pivotal question: "Will this make a positive difference to our students/school"?

Our school fosters equity and excellence of opportunity in learning and life experiences for all students, staff, parents/carers and the wider community, irrespective of background or individual challenges.

We encourage students to take responsibility for building essential skills in literacy, numeracy and future focused learning and to value themselves, their learning own success as well as developing empathy and respect for others.

We are committed to, teach and promote knowledge, skills and understanding of multi-cultural, Aboriginal and environmental perspectives, in all learning experiences.

School context

Jasper Road Public School is located Baulkham Hills, Western Sydney set in spacious and attractive grounds. Enrolments have been increasing steadily over the last 5 years, with a current total population of 769 students, including 31 students with disabilities (physical, autism and/or intellectual disabilities) in 5 Support Unit classes. In addition, approximately 49% of the school's student population is from a Non-English Speaking Background (NESB). The school provides a broad academic curriculum, differentiated to individual student need. In addition to emphasising quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross-curricular and extra-curricula learning experiences, to extend and enrich student learning. Our whole school community values excellence in academic achievement, the Creative Arts, Sport, Student Leadership, Public Speaking, Environmental programs and future focused learning, empowered by contemporary technology. The school enjoys considerable support from the community and has an active P&C. Jasper Road is one of eight schools that make up The Hills Learning Community, which includes our two local high schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016 our school continued to undertake self-assessment, developed in strong consultation with the whole school community and aligned with the elements of the School Excellence Framework to inform, monitor and validate our journey to excellence in the three domains of Learning, Teaching and Leading, planning for the way forward for the final year of this School Plan cycle in 2017. The Executive surveyed the staff at the end of 2015 to gather data on the differentiated professional learning required linked to the School Plan and develop individual Professional Development Plans underpinned by the School Excellence Framework. Led and mentored by the Executive team, staff examined the School Plan 2015–17 and monitored milestones to determine the school's areas of strength as well as areas for further improvement, using the statements of excellence in each of the elements of the SEF to guide the school's progress. Using the acronym **A.C.T.** (Activate, Cultivate, Transform) the school team assessed each element of the School Excellence Framework to determine the school's current level of achievement with new initiatives (**Activate**), continued development of projects (**Cultivate**) and demonstrated evidence of impact (**Transform**).

In the domain of **Learning**, a continued focus on the strong delivery of curriculum, teaching and learning for improved student outcomes. This focus is underpinned by a whole school commitment to a positive learning culture, supporting the whole child through evaluation of their wellbeing and analysing actual progress using data and evidence, underpinned by:

- continued professional learning in Literacy for Kindergarten and Year 1 using the L3 program;
- ongoing professional learning in the new NSW NESA syllabuses with a cross-curricular approach underpinning all programs and learning progressions. A strong focus of teaching quality literacy and numeracy skills using the

English and Mathematics syllabuses along with the learning continuums underpins all other syllabus implementation K–6 (Science, History and Geography);

- extensive professional learning around Self Organised Learning Environments (SOLE), SOLO Taxonomy, Reading Recovery, L3, Focus on Reading and complex thinking skills, based on contemporary learning theory and Gifted and Talented Students research;
- a renewed and more cohesive focus on the differentiation of learning, teaching and assessment to meet the diverse needs of all students K–6. Progress is monitored by Stage Coordinators, the Executive and the Learning and Support team (including the use of DoE RAM equity funding for low level adjustment for disability, English Language Proficiency, Quality Teaching Successful Students (QTSS) and socio-economic background);
- a continued refinement of the school's writing project "JRPS English Writing Excellence in Literacy" or **JEWEL** to improve the percentage of students achieving at or above proficiency in PLAN and NAPLAN data as well as internal school data;
- an ongoing commitment to support students and staff in implementing, teaching and monitoring project-based learning through the schools Project JASPER (JRPS Autonomous Student Projects for Educational EnRichment);
- continual renewal and refreshment of the Positive Behaviour for Learning team to ensure that students, staff and community have a shared understanding of and commitment to high expectations for learning and wellbeing outcomes for every student; and
- a shared and improved knowledge by all staff in the understanding of, identifying and analysing a balance of quantitative and qualitative data measures using internal and external measures, in order to effectively monitor student progress, improvement, achievements and/or areas of challenge in academic and wellbeing frameworks;
- continued analysis of internal and external data (NAPLAN and PLAN) which identified improved growth for our students, including the DoE value-added data for JRPS. The school continues to identify areas for further improvements, particularly in Writing and Working Mathematically, in order to further increase the percentage of students achieving in the top two bands for NAPLAN.

In the domain of **Teaching**, the school maintained an unrelenting focus on Effective Classroom practice through a whole school alignment of cross-curricular programming and learning progressions, with the new NSW NESA syllabuses, including History in 2015 and Geography in 2016. Evaluation on the success of classroom programs and student outcomes is underpinned by Data Skills and Use, Collaborative Practice K–6, Learning and Development linked with the School Plan and an understanding of the Professional Standards and Accreditation accountability for every staff member, in order to maintain currency of content knowledge, embed a school culture of lifelong learning and demonstrate evidence-based teaching strategies in their day-to-day practice. These expectations, processes and practices are demonstrated throughout the school by:

- teachers and the Executive completing individual professional learning plans following the NSW DoE Performance and Development Framework requirements, including identifying 3–5 professional and personal annual goals for development aligned with the School Plan, Australian Professional Standards and accreditation process for Beginning Teachers and from 2017, experienced teachers; Australian Professional Standards for Principals, the Leadership Profiles and the Leadership and Management Credentials;
- the senior leadership team regularly analysing the strengths and gaps in the school's teaching team to build capabilities, develop, draw on and/or recruit staff with particular expertise to deliver school improvement targets;
- all teachers engaging with, collaborating and seeking advice from experienced mentors and demonstrating their teaching practice through lesson observations (at a minimum basis of twice a year), to drive and sustain school-wide improvement in teaching practice and student outcomes and promote consistency of curriculum delivery and teacher judgement of student improvement;
- teachers and the Executive regularly reviewing, revising teaching and learning programs both individually and collectively in Stage/whole school teams to ensure teaching and learning, particularly in literacy and numeracy, is differentiated and personalised to meet every student's learning needs;
- under the supervision and guidance of the Executive, planned, programmed and implemented sequential learning, assessment and reporting matrixes aligned with the new History syllabus and incorporating a cross-curricular approach inclusive of English and Mathematics skill development, building the capabilities of staff to activate and cultivate their own professional development;
- articulating and demonstrating teachers' understanding of what constitutes effective formative and summative feedback in order to assist students with how to improve and evaluate the effectiveness of their own teaching practices;
- the Principal and senior executive accessing and using RAM flexible funding in Teacher Professional Learning, Beginning Teacher funds and the QTSS initiative to identify expertise within the teaching and Executive staff. The school embeds systems for collaboration, classroom observation and modelling effective practice, providing instructional leadership to teachers, differentiated to the individual's experience and expertise. Accessing RAM funds provided time and opportunity to plan, implement and evaluate teaching and learning programs, assess student outcomes, provide mentoring and/or coaching support to improve teaching and leadership practice; and
- undertaking professional learning in consistent assessment, data analysis (internal and external measures), differentiated learning and teaching strategies, to therefore activate and cultivate the individual and collective professional development of the school's teaching team.

In the domain of **Leading**, the school leadership team prioritises a culture of high expectations and collaborative, cohesive, effective and evidence-based systems for learning, teaching and leading. The School Plan, the school's

vision, purpose and Strategic Directions, underpinned by the whole mantra of **Activate**, **Cultivate** and **Transform** are at the core of continuous improvement and professional effectiveness of every school member. The new NSW approach to school planning, assessment and evaluation of school achievements has enhanced the school's previous systems, policies and practices and provided through the SEF, a universal language, expectations and an evidence based evaluative approach to learning, teaching and leading. The school has effectively aligned its annual self-assessment cycle of analysing needs, planning, monitoring, milestoneing and evaluating school performance with the NSW DoE 5P planning and reporting process, as evidenced by:

- the school continuing to engage and seek feedback from all members of our community, (students, staff, parents/carers, external agencies) to evaluate school practices, performance and future directions;
- the regular review of the School Plan and Strategic Directions with staff and community to ensure a broad understanding of and support for school expectations to improve student learning K–6 and ensure the School Plan is embedded in the teaching, learning and expectations within every classroom, so every student has the opportunity to succeed;
- the school leadership team clearly communicates the school's priorities and practices, the learning and administrative systems and expectations, to ensure the school's core business to improve student learning and wellbeing outcomes, is met and supported by the school's systems and accountability measures, within its administration practices;
- the senior leadership team articulates a shared commitment to the school's vision for equity, fairness and excellence for every school member and proactively plans clear processes to consistently implement all aspects of the school plan;
- an evidence based analysis of annual school priorities, student and staff needs and the resource allocation available, in order for the school to optimally meet improvement measures for student and staff learning and wellbeing outcomes, improve, enhance and creatively use physical learning spaces, as well as maximise the use, maintenance and replacement (as required) of school resources and facilities;
- successful transition from OASIS to LMBR financial and business management systems throughout 2016 through key staff professional learning and training, school implementation of changed LMBR platforms and communicating the required changes to finance and business systems to staff, students and the community in a timely manner;
- implementing the school's "SENTRAL—is–Central" approach to interweaving student wellbeing, Positive Behaviour for Learning (PBL) and Learning and Support data, the school is building a unified clearing house of student and school data and evidence, accessible by relevant staff, that serves to track students K–6, embed reports from external agencies, provide an efficient transfer of student information from and to other schools and provides strengthened transition data from Years 6–7;
- engaging and participating in an inter–school systems leadership network focus on collective efficacy, effect–size and evidence based data measures, to support the school's programs, particularly to improve teaching methods and student outcomes in literacy and numeracy; and
- promoting a distributed leadership model, developing leadership roles in teachers and executive and providing opportunities for leadership development, particularly in response to the Principal's extension in 2016 to the full–time Principal, School Leadership role and the retirement of one Deputy Principal (DP) requiring internal promotion as well as recruiting additional external staff to the two Deputy Principal roles.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning Experiences

Purpose

JRPS will offer quality, differentiated, meaningful and challenging learning experiences that provide current and future students with an education worth having. JRPS staff will engage with our community to deliver a high standard of future focused, developmental learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor.

Overall summary of progress

The school has maintained its commitment to implementing quality, evidence-based curriculum and differentiated teaching and learning programs, to achieve our shared vision that every student will succeed in an education worth having. The school expectations are that every teacher will plan, program, teach and assess personalised learning strategies for students, combined with providing formative and summative effective feedback on progress, to maximise improved outcomes for each student.

To achieve this, the school has continued a whole school application of **Destination Design** (backward mapping methodology) not only for the School Plan milestones in each Strategic Direction but also for the planning, programming, teaching, assessing and evaluating of student learning progress K–6. **Destination Design** provides a methodology to forward plan the cross-curricular teaching and learning required, to meet each Stage team's analysis of how to meet the reporting to parent/carer requirements for Semester 1 and 2. That is, if a student needs to meet "outcome X, Y, Z etc" by weeks 5 and 10 of Terms 1 & 2/Terms 3 & 4, what will they need to learn in order to demonstrate success by those milestone dates?

In 2016 the school again committed Literacy and Numeracy funding to continue a second year of professional learning in Language, Learning and Literacy (L3) for all Kindergarten teachers and the first year of training for all Year 1 teachers. This methodology establishes a practical model for differentiation of the learnings and teaching of literacy tasks. Teachers in Stages Two and Three also mapped student learning in three critical aspects from the Literacy Continuum to strengthen their knowledge of student learning and to track progress and learning needs. This process allowed a strengthening of Consistent Teach Judgement (CTJ) and discussion of optimal assessment processes K–6.

In addition, the school identified instructional leaders for both beginning and experienced teachers and used the QTSS funds as well as RAM per capita funding, English Language Proficiency and flexibility funding for Disability and Socio-Economic to provide professional learning, release from face-to-face teaching, lesson observation, coaching and mentoring of teachers, to provide strategic feedback on teaching practices, towards improving student success, particularly in Literacy and Numeracy outcomes and Stage collaborative programming and planning time.

The school has continued to develop and enhance its "umbrella" / affiliated coordination, monitoring and support of the learning of students through the Learning and Support Team for any student requiring accommodations and adjustments to their learning; from low-level disability learning challenges through to the needs of our more talented students, EAL/D students and the students requiring more intensive, specialised support in mainstream and our Support Unit due to higher level intellectual, physical and/or Autism disabilities. This continues the school's commitment to early identification and consequent intervention for students requiring focused support in partnership with the student, their teacher, parents/carers.

In addition following annual analysis of internal and external data measures (including PLAN and NAPLAN), the school identified the need to maintain its focus on improved student outcomes in Writing through the K–6 **JEWEL** project (Jasper Rd English Writing Excellence in Literacy) and increased the support of, uptake and participation of students in the project-based learning initiative, **Project JASPER** (JRPS Autonomous Student Projects for Educational enRichment) which supports student initiated research and learning opportunities, including a school student showcase of projects.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• NAPLAN analysis/suggested teaching strategies inform planning, teaching and assessing improvements in learning	Between 2015–2016 students achieving in the top 2 bands for Reading increased by 1% in Year 3 and 2% in Year 5. Between 2015–2016 students achieving in the top 2 bands for Numeracy	\$39000 Support for beginning teachers. \$4000 QTSS

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
outcomes in Literacy and Numeracy and demonstrate 5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands.	decreased by 3% in Year 3 but increased by 3% in Year 5. External data demonstrated 91%, 95% and 94% of Year 3 students achieved in Bands 3–6 Reading, Writing and Numeracy respectively.. External data demonstrated 89%, 87% and 94% of Year 5 students achieved in Bands 3–6 Reading, Writing and Numeracy, respectively.	\$3000 English Language Proficiency
<ul style="list-style-type: none"> • PLAN data strategically informs planning, teaching and assessing cycles aligned with NSW DoE Continuums and evidenced in programs/lesson study. 	All stages analysed PLAN data at the marker level for three critical aspects and used during three-way reporting to parents Semester 1 and 2. Evaluation internal and external data Minimum of 5% increased number of students at or above (achieving) and top bands (proficient) in NAPLAN; LaST, RR & EAL/D collate data for 2016 situational analyses. NCCD Data collection completed.	\$1000 release for teacher professional learning. Internal organisation of classes and L3 funds provided release for professional learning and class observation. <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$24000.00)
<ul style="list-style-type: none"> • Greater than 80% Kindergarten students exit at instructional Reading Level 9 or above and independently writing 24 or more words; • Greater than 80% of Year 1 students exit at instructional Reading Level 18 or above; and • Greater than 80% of Year 2 students exit at instructional Reading Level 25 or above. 	89% of Early Stage 1 (ES1) students exited reading above Reading Recovery Level 9 and 89% ES1 students exited Kindergarten with an independent writing vocabulary of 27 or more words.	\$25,400 Literacy and Numeracy grant funds L3 Kindergarten 2015 & 2016 (OPL) and Year 1 training in 2016.
<ul style="list-style-type: none"> • L3 and Reading Recovery methodology is evident K–6 (as appropriate). 	Evaluation internal and external data Minimum of 5% increased number of students at or above (achieving) and top bands (proficient) in NAPLAN; LaST, RR & EAL/D collate data for 2016 situational analyses. NCCD Data collection completed.	Release Executive for Instructional Leadership by funding classroom teacher position; Executive released for classroom observation, teacher performance development support and Stage based analysis of student performance data. Learning and Support Teaching Staff 0.8FTE; SLSO support for individual and small groups of targeted students using RAM Equity English Language Proficiency, Socio-economic background and Low Level Adjustment for Disability. <ul style="list-style-type: none"> • Low level adjustment for disability (\$18111.00) • Low level adjustment for disability (\$13309.00)
<ul style="list-style-type: none"> • School projects for differentiated learning (JASPER/JEWEL) are planned, implemented, evaluated using CTJ. 	Improvement measures were achieved at the end of 2016 for anticipated growth for students against the Literacy and Numeracy Continuums, except in Writing. Project JASPER and JEWEL are successfully implemented but external data indicate further assessment of planning, programming, teaching and assessing of Writing requires 2017 continued focus. Further internal analysis of student	<ul style="list-style-type: none"> • Executive released using RAM Per Capita loading (\$36,000) to monitor Project JASPER student participation, differentiated support for targeted students in project based learning initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">School projects for differentiated learning (JASPER/JEWEL) are planned, implemented, evaluated using CTJ.	based data required to build Consistent Teacher Judgement for implementation of Writing program.	

Next Steps

- Continued analysis of data and future directions with our writing project JEWEL to improve internal and external student improvement in all aspects of Writing;
- The school has identified staff to take off class as Instructional Leaders through Literacy and Numeracy funds as well as QTSS funding in 2017 to monitor, support, implement and assess L3 methodology integrated with Reading Recovery and Daily 5 to better meet the identified differentiated teaching and learning development of K–2 teachers;
- Continued work drawing on the principles of Positive Psychology to embed strengths–based thinking throughout the school, to further strengthen the PBL strategy;
- A continual commitment to improving value–added results for all students, including strengthening consistent classroom practice in English and Mathematics;
- Building on our commitment to enhance student learning with new technologies;
- Focusing on targeted student feedback and formative assessment practices, including a more comprehensive and systematic analysis of internal and external data by all staff.



Strategic Direction 2

Quality Learning Leadership

Purpose

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.

Overall summary of progress

The school is on target to achieve this strategic direction. At our end of term reflection meetings, staff members consistently agree that the collaboration and sharing of knowledge and skills is having a positive impact on teaching and learning. Teacher professional learning and communication remained the focus for 2016. All staff have had the opportunity to be involved in face-to-face professional learning through external partnerships, online courses and mentoring programs utilising experts within the school. Through strategically resourcing and organising professional learning this way we have been able to target all staff across the school and maintain ongoing support for staff in particular focus areas. Staff have continued to be involved in the development of our schools' strategic directions and have input into, and monitored the achievement of our milestones to ensure this plan is driving our schools' systems, structures and organisations. Communication systems have been set up within the school, as well as more streamlined processes for communicating with the parent community.

Continued work took place in 2016 on the implementation of the Performance and Development Framework and the planning and writing of effective and productive Performance and Development plans for all teachers. Improved processes and protocols were implemented to support teachers with authentic classroom observation, to improve pedagogy. Accreditation processes were strengthened with all teachers seeking accreditation provided with formalised mentoring support with experienced teachers. Collaborative planning processes were a focus across the school result in an improved culture of collaboration and co-teaching.

Units of work across all Stages were developed to promote higher-order thinking in writing tasks.

Professional Development sessions were given for 'Seven Steps to Writing Success'. Quality teaching, assessment and the use of effective feedback have been key professional learning focuses in 2016 to achieve this Strategic Direction, both as whole school targeted and Stage based professional learning opportunities, as part of the Performance Development Framework, also incorporating teachers' Professional Development Plans (PDPs) as part of this state-wide process. The lesson study mentor feedback and discussions as "collaborative colleagues" called C2C, have enabled us to achieve significant progress, using a research based evidence approach when evaluating and reflecting on the success of students' learning and the school's learning culture. PDP goals were also successfully used to determine professional learning requirements as indicated by staff. These were addressed during whole school Teacher Professional Learning (TPL) time and a differentiated 'café' style TPL, where all staff were offered alternatives to partake of their "choice" and/or contribute to leading TPL, based on our survey of teachers and their professional learning needs, interests and areas of expertise and the commencement of each school year.

CTJ development for members of the school executive team has led to more focused and strategic approaches for guiding professional learning and development of staff driving effective teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Implementation of NSW Professional Development Framework. All teachers have evidence in PDPs to demonstrate their progress and plans to map out their own development in line with the Performance and Development Framework, including completion of Professional Development Plans	Professional Learning Plan (PDP) goals completed K-6 with at least 1 shared school goal, 1 shared Stage goal (both linked to the school's Strategic Directions) as well as personal professional goals for 2016. Lesson observations reveal evidence of learning intentions and success criteria; Lesson observations provide quality feedback to teachers about progress on their PDPs.	\$38,690 Teacher Professional Learning. \$29,105 Beginning Teacher funding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
(PDPs) and negotiation of a minimum of 2 observations annually by respective supervisors/negotiated colleague.	Professional Learning Plan (PDP) goals completed K–6 with at least 1 shared school goal, 1 shared Stage goal (both linked to the school's Strategic Directions) as well as personal professional goals for 2016. Lesson observations reveal evidence of learning intentions and success criteria; Lesson observations provide quality feedback to teachers about progress on their PDPs.	
<ul style="list-style-type: none"> In 2016, all Kindergarten teachers continue OPL second year of training in L3 and Year 1 teachers their first year of training. 	See Strategic Direction 1 for details of progress with L3 including student outcomes.	Funding details for L3 including Literacy and Numeracy funding is detailed in Strategic Direction 1.
<ul style="list-style-type: none"> Professional Learning workshops planned and implemented (external and school-based) in curriculum (new NSW syllabuses) and NSW DoE mandatory training. 	Staff successfully implement new NSW NESA syllabuses and incorporate Geography and History syllabuses including Stage assessment linked with literacy and numeracy skills. Staff increasingly confident embedding complex thinking skills theory with NESA syllabus outcomes.	<p>Weekly professional learning sessions for all staff from internal and external DoE mentors, Principal School Leadership, learning community networks and attendance at external courses. Funding linked with Process 1 (Beginning Teacher Funding) and Professional Learning Allocation (\$37,948).</p> <p>\$2013 new NESA syllabus implementation.</p>
<ul style="list-style-type: none"> All programs demonstrate evidence of teacher ability to differentiate learning for students including identified NCCD students' accommodations and adjustments, evidence of complex thinking strategies and differentiation of student learning aligned with school GATS projects. 	Increased uptake by students of project based learning initiatives and successful student showcase of projects. Continued monitoring of support for NCCD identified students with review in 2017 of L&ST processes with new leadership.	<p>Learning and Support Teachers (staffing allocation 0.8FTE) and includes funding from Equity Loading for English Language Proficiency and Low Level Adjustment for Disability.</p> <ul style="list-style-type: none"> English language proficiency (\$17749.00) Low level adjustment for disability (\$18000.00)
<ul style="list-style-type: none"> Beginning Teacher Professional learning mentoring, programming and release from face-to-face teaching is aligned with NSW DoE policy and procedures and evidenced in school practices and products. 	Teacher professional learning funds and Beginning Teacher funding support release teachers & Executive to conduct observations, programming, mentoring with Beginning Teachers and reduce face to face teaching for Beginning Teachers.	<p>Executive released to mentor Beginning Teachers including lesson observations, programming support and reduced face to face teaching load.</p> <ul style="list-style-type: none"> Support for beginning teachers (% of total \$61000.00 utilised for SD2)

Next Steps

- Continued commitment to planning quality professional learning for all staff, including non-teaching staff, that meets the professional demands of the school's improvement priorities, embedding rigorous goal setting and classroom observation as core school practices in enhancing teacher quality and fostering a proactive improvement culture;
- Activate, Cultivate, Transform: (A.C.T.) aligned with Strategic Directions throughout the school and Destination Design (backward mapping methodology) developed with programming, planning, assessment and reporting K–6;
- Continued tracking and monitoring of professional learning aligned to Strategic Directions, Milestones and Teacher Standards;
- C2C (Colleague to Colleague) mentor and collaborative colleague processes are embedded in school culture;
- Review Project JASPER (project based learning) and the JEWEL writing project implementation, monitoring and evidence of impact; and
- TEN and TOWN strategies revisited to further improve student learning and achievement with Working Mathematically and differentiated delivery of learnings to students K–6.



Strategic Direction 3

Quality Learning Environment

Purpose

The JRPS school community recognises and takes individual and collective responsibility for a cooperative, collaborative, inclusive, accountable and sustainable learning culture and environment. A high standard of success for every person, process, product and practice is the school's core purpose; underpinned by effective and interactive communication paths that support the delivery of key reforms.

Overall summary of progress

Strategic Direction 3 encompasses embedding the learning and teaching of students and staff (Strategic Directions 1 and 2), combined with effective community communication pathways and ultimately underpinned by visionary, focused and strategic leadership, overseeing an efficient, systematic learning and business management approach and school-wide implementation practices.

Students in K–6 have opportunities to develop their strengths and talents through a number of programs and initiatives at JRPS focusing on the whole child to enhance wellbeing outcomes as well as their academic progress. Through quality assessment practices students are identified by teachers and parents to participate in a range of academic, sporting and artistic programs.

The use of the external third-party software SENTRAL, prior to our successful transition to the NSW DoE Learning and Business Management Reform (LMBR) completed in Term 3 as well as utilising PLAN data to access, record and utilise student information (academic, wellbeing and learning support), provides opportunities for monitoring and evaluating student learning and wellbeing data to more effectively assess, plan, program and implement differentiated and scaffolded teaching and learning strategies, to enhance student outcomes.

Parents and caregivers were continued to be invited to attend information sessions that addressed programs and practices implemented at school. The Strategic Direction teams investigated improved communication pathways using apps and digital technology, to enhance yet streamline information on school events, student requirements, school learning initiatives and upcoming events to all our families. The school has requested that in 2016, we undertake the DoE Tell Them From Me Surveys (TTFM), to better inform the school on the requirements of our whole school community (students, families and staff) as well as to advise the school of areas for improvement and what is already working well.

Enhancing Student Voice in the school has been an important focus, so students are more engaged and connected with all the aspects of school life and our wider community. The SRC have increased their involvement in fundraising, raising issues for improvement in the school grounds and suggestions for events in the school year that are both curriculum based and extra-curricular in nature. The school has also sought to enhance the duties, visibility and voice of the Student School Leadership Team at both school based and community events and provide student leadership learning opportunities including the Young Leaders Forum.

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process, enabling more meaningful feedback conversations with our families that are guiding the ongoing development of all staff, at an individual and collective school level.

Staff have engaged with the new strategic planning process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. The engagement of the school community more generally in this process is ensuring a stronger, more connected, positive and strategic approach to the progress of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Staff demonstrate confidence and capacity to use SENTRAL and when available, DoE LMBR systems, for Student Wellbeing and PBL data to enable implementation of strong school financial and management	<ul style="list-style-type: none">SENTRAL data continues to be uploaded and accessed in Learning and Support Team meetings. Staff responsible to upload and update student data including playground incidents. Successful LMBR training and rollover completed in accordance with DoE timeline for Group 3.	Funding from global budget to release Administration Manager to attend LMBR training and \$15000 allocated for hardware upgrades and business management equipment for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
systems, products and practices, to support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.	<ul style="list-style-type: none"> • SENTRAL data continues to be uploaded and accessed in Learning and Support Team meetings. Staff responsible to upload and update student data including playground incidents. Successful LMBR training and rollover completed in accordance with DoE timeline for Group 3. 	administration staff, Front of Office and senior executive. Executive and Learning and Support Teacher upload data to SENTRAL/LMBR with additional \$18000 allocated to release staff for data entry.
<ul style="list-style-type: none"> • Increased participation in school/community information sessions, workshops and fundraising events and school and P&C financial goals for school environment improvement are evaluated and met annually. 	<ul style="list-style-type: none"> • Continued increased uptake by communication of digital communication and social media pathways. • Increased participation and leadership of P&C. • Staff and community form 2016 for 2017 50th Anniversary committee and utilise Community funding from DoE. • Fundraising initiatives increased from 2015 to 2016 including school/P&C projects including work on school physical environment. 	<p>Executive liaise with P&C/Community on communication pathways and investigate school communication 3rd party software providers. Community funding (\$17000) will support 50th Anniversary celebrations and school/community projects in 2016–2017.</p> <p>2016 targets for expenditure met by P&C.</p>
<ul style="list-style-type: none"> • Evidence of strong, positive school/home communication for student learning and life outcomes, including sustained high levels of student engagement in learning and positive behaviour outcomes. 	<ul style="list-style-type: none"> • Increased visible recognition and duties for SRC leadership and avenues for school wide communication. • Peer Tutoring and Buddy systems supports coaches and student mentors to be implemented. • PBL data demonstrates increased number of students moving through the school's Positive Behaviour System. 	Executive released to mentor SRC and liaise with Senior Executive on shared goals.

Next Steps

- Evaluate effectiveness of current PBL program and manage integration of this initiative with Positive Psychology;
- Utilise technology more efficiently for surveys and feedback (including Microsoft 365 forms) to streamline the process of collecting information from the parent/carers community;
- Survey community regarding preferences for the school to enhance its use of social media (Enews, Schoolzine, SkoolBag, FaceBook, Twitter, Yammer etc);
- Seek feedback from families on curriculum information requirements to support an enhanced understanding of student learning and outcome goals K–6;
- Quality school systems and procedures enable effective home/school communication pathways regarding the school's Strategic Directions including incorporating a shared Positive Psychology based language; and
- The school recognises that a positive Community Connection is pivotal to a shared understanding of and commitment to enhancing of Learning, Teaching and Leading elements in 2016 and beyond. Improvement for all student learning, teacher professional learning, underpinned by a whole school supportive environment, ever striving for excellence and aligning with the descriptors of the SEF, remain the driving force behind all the school priority projects, embedded in the 2015–2017 School Plan.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Review PLSP for identified students. Aboriginal RAM funding used to effectively support learning and cultural immersion of Aboriginal students and monitor academic progress in external data (PLAN and NAPLAN).	\$2237 • Aboriginal background loading (\$2 237.00)
English language proficiency	Update EAL/D phases following assessment and review student progression against Continuums in literacy and numeracy.	\$283,003 comprising 2.6 (\$265,254) English Language Proficiency (ELP) Staff and \$17,749 Flexible Funding
Low level adjustment for disability	Student data demonstrates required learning and behaviour progress and desired outcomes against individual plans and review meeting required actions.	Staffing allocation and RAM funding at Semester 2 expended. Low level adjustment funding used to effectively support literacy and numeracy learning of target students including specialist support for students with physical, intellectual disabilities and Autism in Support Unit and integrated in mainstream.
Quality Teaching, Successful Students (QTSS)	Teacher feedback identifies increased confidence to plan, program and deliver project based learning initiatives.	0.6FTE Staffing allocation expended.
Socio-economic background	Socio economic background funding used to effectively support literacy and numeracy learning of all students and funding of resources/excursions for targeted students has been identified as sufficient.	Resource allocation expended with carry forward to 2017 to assist new enrolments not yet identified for Term 1
Support for beginning teachers	Evaluation by Beginning Teachers; Student Outcomes monitored in respective classes; Feedback from BT Supervisors/Mentors; PD Framework is evaluated and evidence of Lesson Study; L3 undertaken where relevant in Kindergarten and OPL Stage 1.	Funding allocation expended or carried forward for respective teachers into 2017 as required.
Targeted student support for refugees and new arrivals	Evaluation of student progress against EAL/D phases and learning continuums identifies learning goals have been met.	\$1422 targeted funded expended



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	388	381	396	416
Girls	343	356	358	364

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	95.9	95.1	95
1	95.8	95.3	95	95.6
2	96.5	94.3	95.4	95
3	97	94.7	94.5	95.6
4	95.9	96	95.2	96.1
5	96.6	95.1	94.6	95.8
6	95.4	93.8	94	92.4
All Years	96.3	95	94.9	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Regular attendance at school is essential to assist students maximise their full learning potential. Encouraging regular attendance is a core school responsibility. Class attendance is marked daily and monitored regularly by the Principal, Executive and Learning and Support Team, in liaison with class teachers, for patterns of partial attendance (late arrival, early leaving) and/or whole day and extended absences. If a concern is identified the team works with the student and family to improve attendance. Parents/carers are contacted by the school and informed of their responsibility to ensure all students attend school regularly. The support of the Home School Liaison Office and/or the Child Wellbeing Unit is sought if required. The school provides a caring

teaching and learning environment which fosters students' sense of belonging to the Jasper Road school community and excellent attendance is recognised.

Workforce information

Workforce composition

Position	FTE*
Principal	1.5
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	31.06
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	10.55
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. Currently there are no employees at Jasper Road Public School, who identify as being Aboriginal or Torres Strait Islander heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Jasper Road PS is a professional learning community with reflective practitioners engaged in ongoing development and learning, supported by respected educational research and informed use of data. Professional development is strategically planned to meet the needs of all staff and is in line with whole school planning and NSW DoE priorities and requirements. Areas of focus in 2016 included

Accreditation and support of beginning teachers, the maintenance of accreditation of new scheme teachers at Professional Competence, attending external workshops by Department of Education employees, including Principals, School Leadership, the L3 program, engaging in executive development and professional learning within The Hills Hub network around Collective Efficacy and the work of John Hattie, as well as sourcing external providers.

The release of the DoE funding model provides increased release from class for Beginning Teachers to undertake planning time, lesson study observation and time with their Mentor Teacher and linking professional learning with the Australian Standards for Teachers and AITSL.

In 2016, professional learning undertaken was continued to be linked to one or more of our Strategic Directions, focusing on Quality Learning Experiences, Quality Learning Leadership and Quality Learning Environment. Each School Development Day (SDD) provides extensive opportunities to develop consistent pedagogy and updates to the new NSW NESA Curriculums including History and Geography.

The staff at Jasper Road Public School participates in weekly professional learning sessions linked to the School Plan Strategic Directions, as well as annual/bi-annual mandatory professional learning updates. In 2016 these included: Self Organised Learning Environments (SOLE) including SOLO Taxonomy, mandatory updates in Emergency Care, CPR and Anaphylaxis procedures, NAPLAN analysis, Code of Conduct, Child Protection including "Keep Them Safe", the new NSW Geography K-10 curriculum, School Self-assessment and Evaluative Thinking workshops linked with the School Excellence Framework and updates to Workplace Health and Safety.

In addition, staff attends weekly Stage meetings to develop Consistent Teacher Judgement (CTJ) in developing assessment and reporting rubrics, corporate programming, support for students with learning needs and differentiation of learnings for students, including providing differentiated accommodations and adjustments to ensure equity of learning and teaching outcomes for all students. Our teachers individually and collaboratively evaluate the effectiveness of their teaching practices, including incorporating the observation of each other's practices.

The school continues to work towards excellence as a transparent, evidence based culture with teachers engaging in high quality teaching and learning programs for all students, using the Quality Teaching Framework, aligned with the National Professional Standards for Teachers and the School Excellence Framework elements.

All teachers are involved in performance and development processes and complete Performance and Development Plans. This is done in cooperation with their Executive supervisor and the whole senior executive team, to facilitate professional growth, align a goal to the School Plan and provide quality teaching

learning and life outcomes for every student.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary details funds for operating costs and does not involve expenditure in areas such as permanent salaries, major building and/or major maintenance of the school's physical environment. A full copy of the school's 2016 financial statement is tabled at the Annual General Meeting of the parent/carer groups.

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 009 570.49
(2a) Appropriation	867 109.96
(2b) Sale of Goods and Services	4 272.71
(2c) Grants and Contributions	136 085.09
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 102.73
Expenses	-506 132.39
Recurrent Expenses	-506 132.39
(3a) Employee Related	-246 268.76
(3b) Operating Expenses	-259 863.63
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	503 438.10
Balance Carried Forward	503 438.10

There is no opening balance recorded in the SAP finance table. The opening balance for the school for

this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 635 201.44
Base Per Capita	41 915.93
Base Location	0.00
Other Base	4 593 285.52
Equity Total	416 277.35
Equity Aboriginal	2 237.27
Equity Socio economic	13 309.01
Equity Language	283 003.37
Equity Disability	117 727.70
Targeted Total	1 032 443.32
Other Total	151 676.65
Grand Total	6 235 598.76

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

For all aspects of Literacy and Numeracy, the school has a higher percentage of students achieving than the State at the level of Proficiency, which represents attainment in the top 2 Bands.

NAPLAN – Literacy

Between 2015–2016, the students achieving in the top 2 bands in Reading has:

- increased by 2% in Year 3
- remained at the 2015 percentage in Year 5
- decreased by 11% for the 2016 Year 7 students, who were our 2015 Year 6 cohort.

In Writing, the students achieving in the top 2 bands has:

- increased by 2% in Year 3
- significantly decreased for Year 5 and Year 7, which is why Writing remains a continued focus for improvement in Strategic Directions 1 and 2 for 2017.

The percentage of **Year 3** students achieving in the top 2 bands in comparison to the State are as follows:

- Reading – 67% (State 51%);
- Writing – 71% (State 54%);
- Spelling – 73% (State 55%); and
- Grammar and Punctuation – 71% (State 53%).

The percentage of **Year 5** students achieving in the top 2 bands in comparison to the State are as follows:

- Reading – 51% (State 39%);
- Writing – 21% (State 19%);
- Spelling – 43% (State 33%); and
- Grammar and Punctuation – 53% (State 41%).

NAPLAN – Average Growth in Literacy

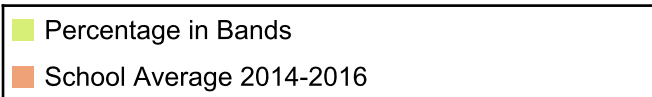
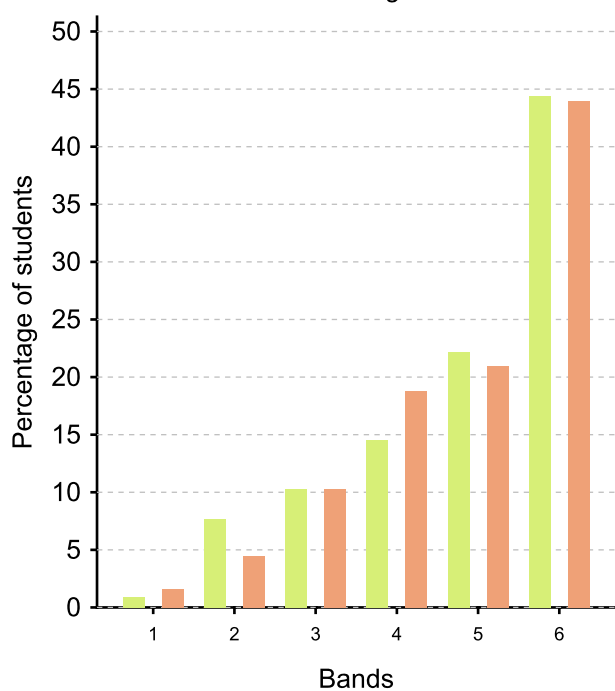
In 2016, the percentage of students demonstrating greater than, or equal to expected growth between Year 3 and Year 5 was:

- Reading – 65.9%;
- Spelling – 62.1%; and
- Grammar and Punctuation – 64.4%.

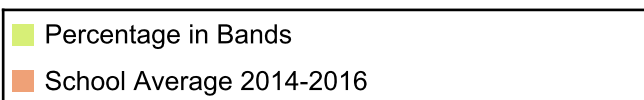
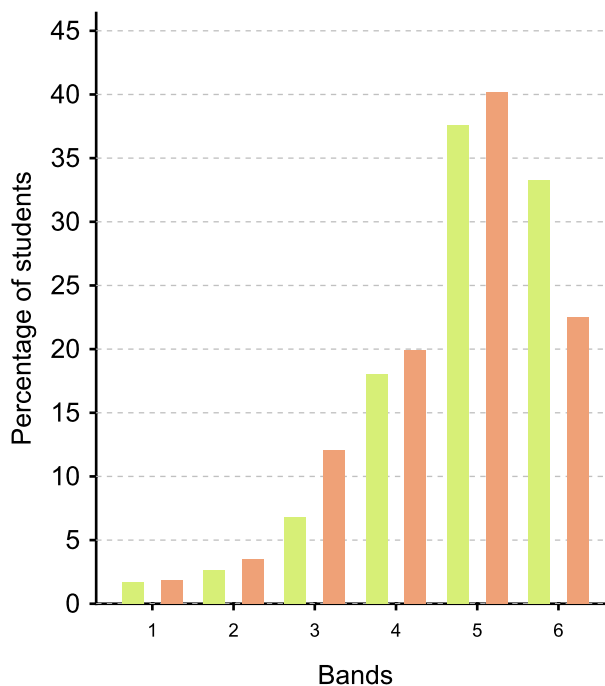
The scaled growth score for our Year 5 students, indicating their growth from Year 3 to Year 5 in comparison to the State and Similar School Groups (SSG) was as follows:

- Reading – 75.9 (State 80.1 and 74 SSG);
- Spelling – 77.2 (State 77.6 and 74.7 SSG);
- Grammar and Punctuation – 77.8 (State 76.3 and

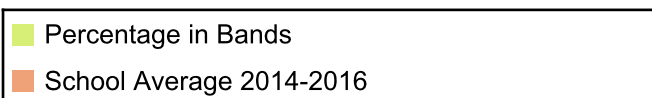
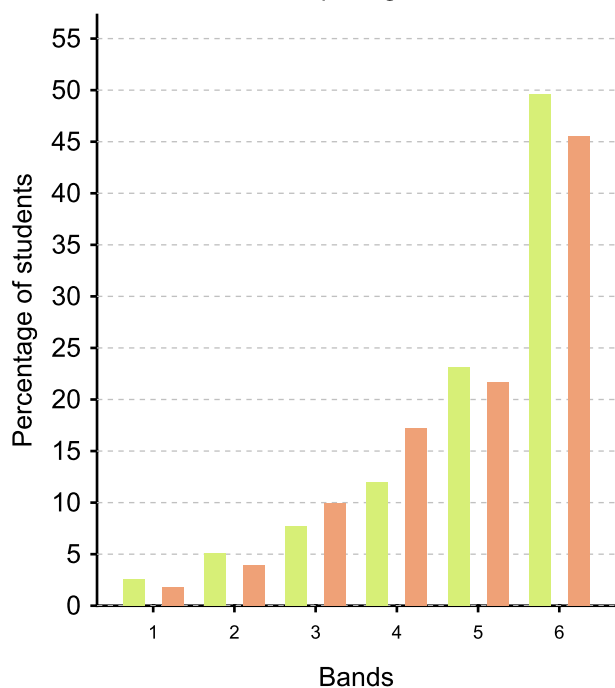
Percentage in bands:
Year 3 Reading



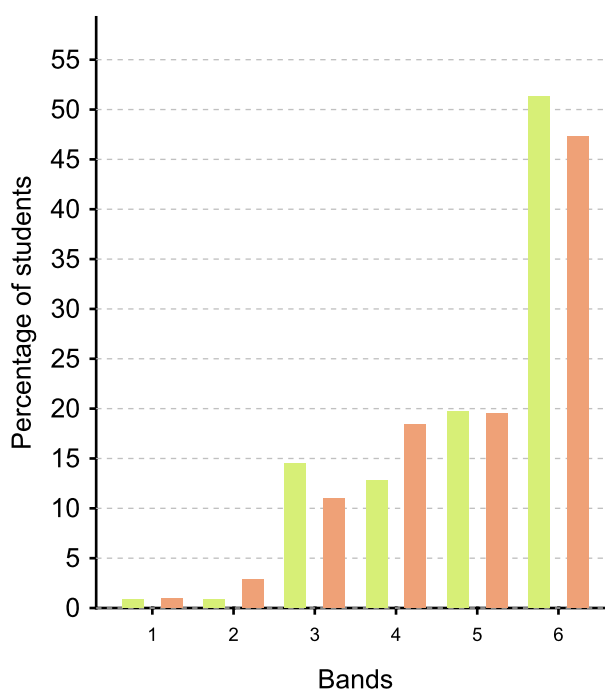
Percentage in bands:
Year 3 Writing



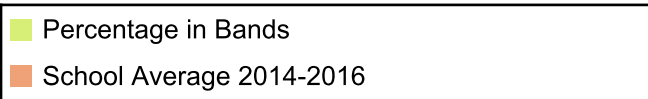
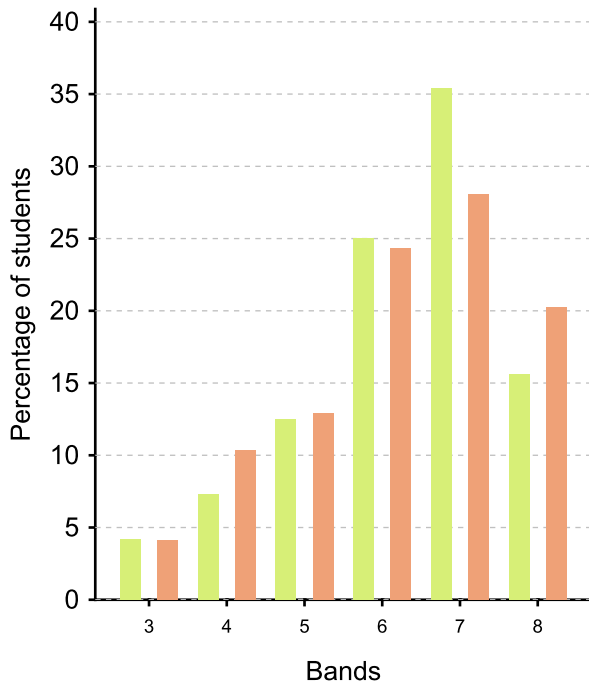
Percentage in bands:
Year 3 Spelling



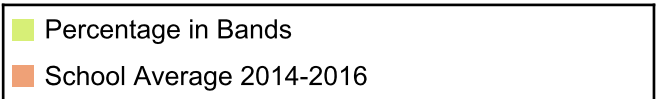
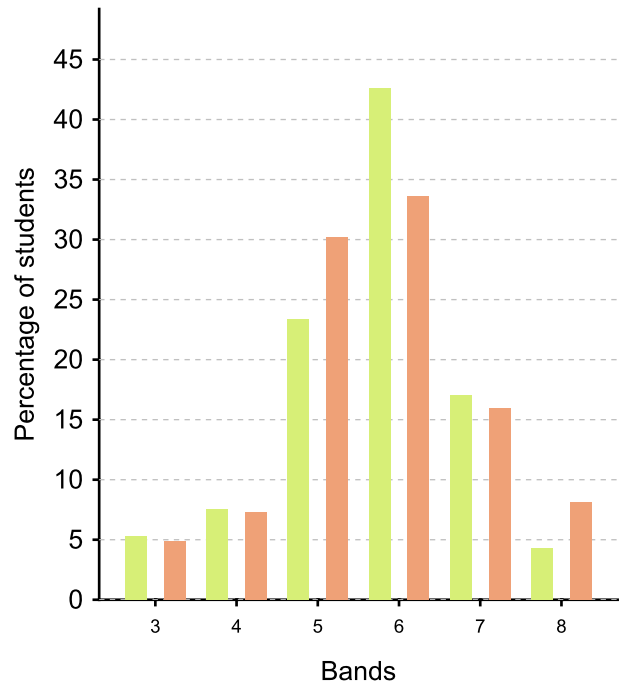
Percentage in bands:
Year 3 Grammar & Punctuation



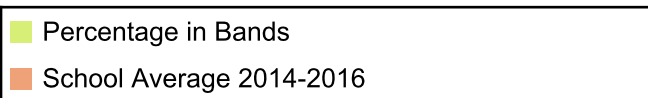
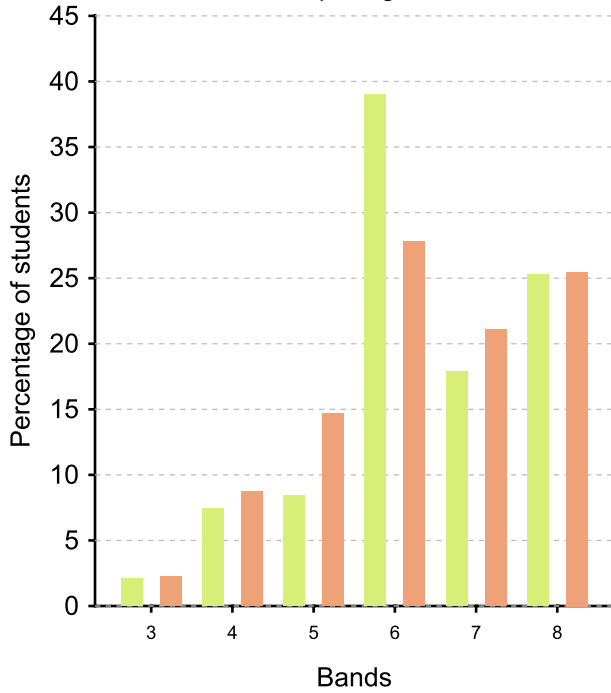
Percentage in bands:
Year 5 Reading



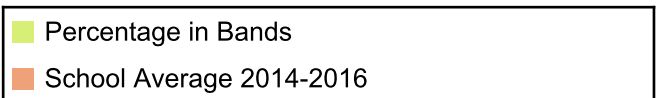
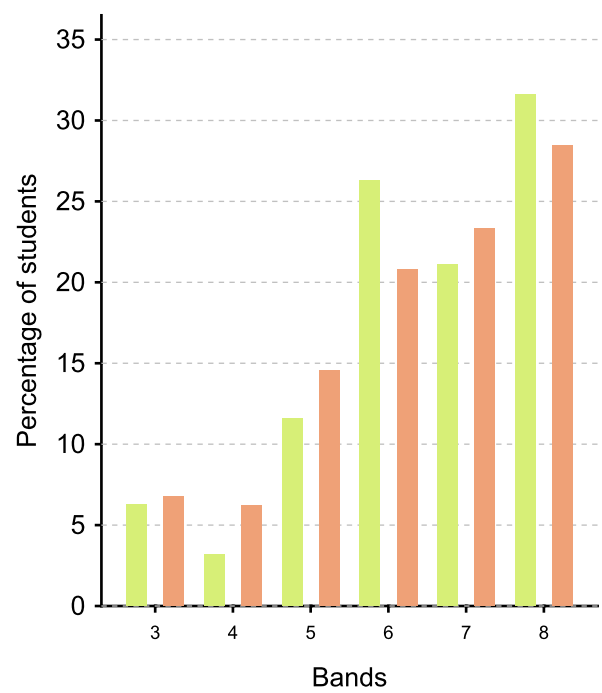
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



NAPLAN – Numeracy

Between 2015–2016, the students achieving in the top 2 bands in Numeracy has:

- decreased by 3% in Year 3
- increased by 2% in Year 5
- decreased by 11% in Year 7

The percentage students achieving in the top 2 bands for **Numeracy** in comparison to the State are as follows:

- Year 3 – 50% (State 39%)
- Year 5 – 51% (State 31%)

NAPLAN – Average Growth in Numeracy

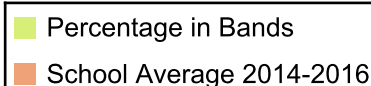
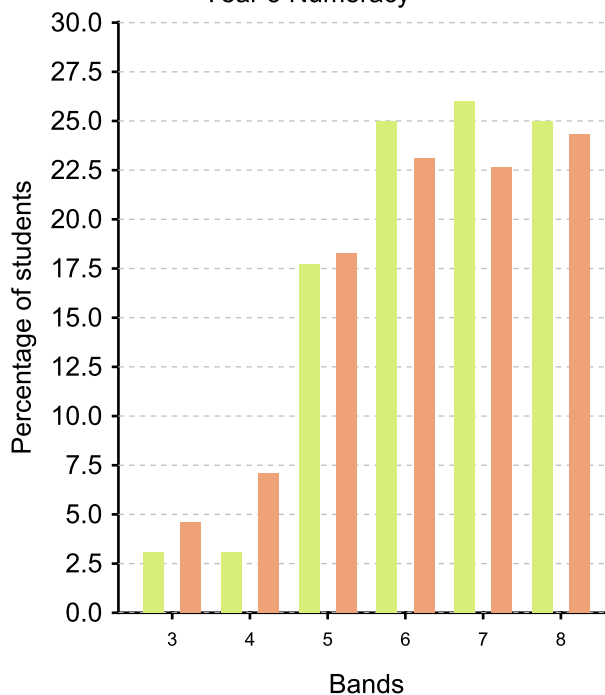
In 2016, the percentage of students demonstrating greater than, or equal to expected growth in Numeracy between Year 3 and Year 5 was 73%.

The scaled growth score for our Year 5 students, indicating their growth from Year 3 to Year 5 in comparison to the State and Similar School Groups (SSG) in Numeracy was:

- Numeracy – 108 (State 91.7 and 98 SSG).

Percentage in bands:

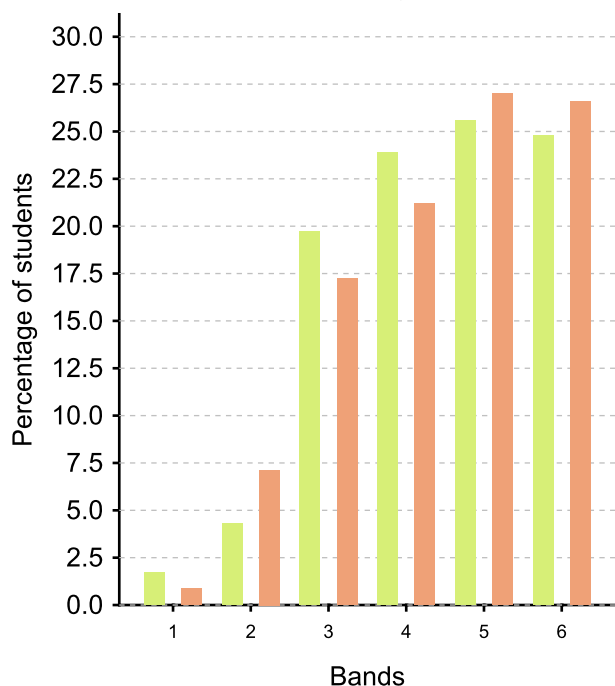
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Percentage in bands:

Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Results from the 2016 Tell Them From Me (TTFM) surveys indicated that the percentage of students at Jasper Road PS demonstrating social engagement in the areas of: a sense of belonging, participation in Sports and Clubs and Positive relationships is equal or slightly higher than the NSW Government norm.

In 2016, 118 of our parents/carers responded to the “Partners in Learning” Parent Survey Report compiled by the NSW Centre of Educational Statistics and Evaluation (CESE). The responses are scaled from 1–10 and an average score is scaled from the number of questions in each category as follows:

- Parents feel welcome at JRPS: 6.9;
- Parents are informed: 6;
- Parents support learning at home: 6.3;
- Parents believe that the school supports learning: 7.1;
- Parents believe that the school supports positive behaviour: 7.7;
- Parents believe that the school is a safe environment: 7.4;
- Parents believe the school is an inclusive environment: 7.

In the area of parent participation at the school families responded as follows:

- Parents have talked with a teacher 2–3 times in 2016 – 30% and more than 3 times – 46%.
- Parents who have attended meetings at the school: Once (19%), 2–3 times (31%) and more than 3 times (45%).
- Parents involved in school committees: 20%.

The school has identified improved communication pathways with our families as an area for continued improvement, as identified in Strategic Direction 3 of the School Plan.



Policy requirements

Aboriginal education

At Jasper Road Public School, the percentage of students who are Aboriginal or of Torres Strait Islander descent, is less than 2%. Teachers use Personalised Learning Pathways (PLPs), for students who have identified as Aboriginal. These PLPs continue to support the students in the development of a strong

commitment to learning and seeking to achieve their learning and life outcomes. The Aboriginal perspective is embedded in many of the units taught across all Key Learning Areas and is evident in the range of rich literature resources. In addition, this perspective has been identified by the school as a focus area within the new NSW English Syllabus. Our literacy resources continue to represent Aboriginal stories that give all students the Aboriginal perspective in Australia. The Acknowledgement of Country is observed for all school assemblies and important events and we identify students of Aboriginal culture to undertake this important introduction to all significant school events. We have a staff member regularly attend the AECG meetings and in 2016, with the assistance of local elders and Aboriginal artists, a new mural was painted to face the upper quad assembly area to celebrate Aboriginal storytelling that all our students can connect with.

Multicultural and anti-racism education

In 2016, 49% of students at Jasper Road Public School come from a language/cultural background other than English and over fifty different language backgrounds are represented. The main language backgrounds are the Chinese languages (Mandarin, Cantonese, Hokkien, Chinese) and Indian languages (Hindi, Tamil, Punjabi, Malayalam, Gujarati, Marathi, Bengali, Telugu, Konkani, Kannada). Ms Dalton is the coordinating teacher for the English as an Additional Language/Dialect (EAL/D) program at the school. The EAL/D teachers use the EAL/D Learning Progressions to identify EAL/D students needing support. A number of students newly arrived in Australia were given intensive support in our New Arrivals Program (NAP). Targeted EAL/D students were supported in-class and in withdrawal groups to extend their language learning across all Key Learning Areas. Through a range of initiatives and events such as Harmony Day on March 21 and celebrating all cultures during our Olympics Day, we strive to promote a shared vision of Australia based on cultural understanding and community harmony. Teachers recognise and respond to the cultural needs of the school community and the Learning and Support Team, in cooperation with the EAL/D staff and class teachers, seek to personalise the learning for all students whose first language is not English. One staff member has been trained as the Anti-Racist Contact Officer and the school is committed to the elimination of racism and discrimination through the school's curriculum, policies, including the NSW DoE Wellbeing Policy and by promoting and maintaining an inclusive, culturally tolerant working environment.