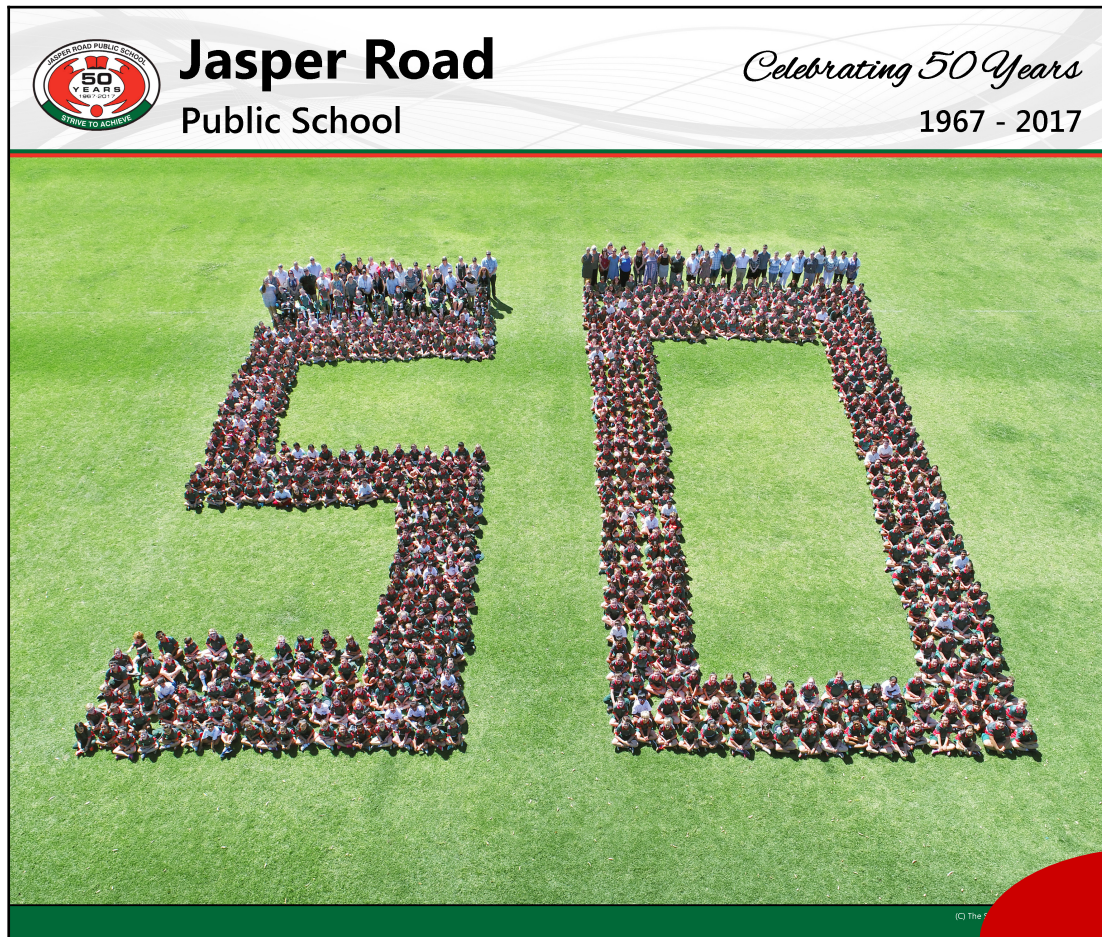


Jasper Road Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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. As the lead learner for Jasper Road Public School in 2017, it has been both a privilege and an honour to serve the school community. I have worked on building a collaborative community that invests in transparency, communication and clarity at the core of all of our interactions. During our year, we have ensured that every student every day has been provided with an education worth having and in this, our 50th anniversary of our school, we have certainly done that.

I would like to acknowledge the leadership of Anne Ezzy and to thank her for the opportunity to lead such a dynamic and innovative school community. It is a year I will never forget.

Kylie Becker

Principal

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Message from the Principal

In our final year of this current planning cycle Jasper Road Public School has experienced the most amazing milestones and achievements in its 50th year of service to the citizens in our community of Baulkham Hills. As the lead learner of Jasper Road Public School for 2017, I have had the privilege and pleasure to be able to participate and lead changes to our school that have brought us closer together as a community and stronger as a school that is committed to every student every day receiving an education worth having.

Our Melbourne Declaration for Educational Goals for Young Australians is still our overarching philosophy that guides our teaching and learning for the students we have at Jasper Road Public School. The two goals identified in this declaration help to frame how we have had success and achievement in all areas of our school community.

Australian schooling promotes equity and excellence

This goal in 2017 has been realised through clarity, transparency and communication between the stakeholders that make up our school. We have worked hard to ensure that the National Disability Insurance Scheme has a network connection across the school both in the Support Unit and in the mainstream classes. With the farewell of The Hills Therapy Team from our school this year, we have created systems and processes for supporting our students and their families in a flexible and collaborative way. This has been a significant highlight for our school and the impact on authentic collaboration has seen the students network of support to be coordinated and integrated seamlessly between school and home.

Our school's wellbeing framework has reflected the commitment from the Department of Education that schools will collectively *Connect, Succeed and Thrive*. We have initiated a reflection and evaluation of our Positive Behaviour for Learning systems and processes and have incorporated "You can sit with me" initiatives as well as our universal systems to move towards classroom systems engaging "Covey for Kids" in the 2018–2020 planning cycle. Our external validation highlighted that we were ready for this learning progression which is exciting.

Our staff and students collectively have developed and worked on understanding how they impact on each other and themselves through a connection to their wellbeing and the wellbeing of those in their networks. Through the Performance Development Planning process, the staff developed professional and personal impact statements that connect both work and home together as an integrated lifestyle choice. This has seen many staff members be able to realise their contributions to each other and themselves allows the whole school community to Connect, Succeed and Thrive.

When we explored our external validation this year, we were measured against the School Excellence Framework in the domains of Learning, Teaching and Leading. Through a rigorous evaluation process that spanned over six months, our school were able to substantiate our on balance judgement against this measure as excelling in the areas of Learning and Leading and sustaining and growing against the element of Teaching. This validation was widely celebrated by the community and certainly, in our 50th year, proved we are realising our school's vision.

Our leadership has developed significantly this year with all stakeholders having professional learning in leadership strategies and philosophies. Our executive staff and aspiring leaders had the opportunity to work with executives from other schools in the work of Stephen Covey and our students worked on their leadership development with the Grip conference and a visit to meet the Premier of NSW. This lead learning focus helped to define the leading and learning elements of the School Excellence Framework as excelling in school improvement.

All young Australians become successful learners, confident and creative individuals and active and informed citizens.

Jasper Road Public School has a vast array of opportunities available to its students and these are realised by the collective approach from teachers and families volunteering their time to ensure the successes of all programs on offer. The supports can include program coordination, transporting students and equipment, administration and showcase organisation and often out of school hours commitments from all.

This year our Jasper Road Arts Festival (JAF) showcased every single student and their performing arts abilities at the State Sports Centre. With a focus on our last 50 years historically as a country and as a country within the world, every class, extra curricular group and even the teacher ensemble performed items that reflected the changing times of our lives. With a focus on history and cultural identity, our students used The Arts to learn and grow deep knowledge which helped to continue to shape our young citizens of Baulkham Hills.

Our Band were exceptional this year and as a strong committee of families, staff and community citizens, we had an extraordinarily large band compliment which spanned over three bands. Under the tutelage of Mr Clark and Mr Elvery, and our many tutors, our students were seamless in their hard work and also their performances. It would be easy to mistake them for adult musicians as we listened to them with our eyes closed as not one note was incorrectly played and as a band team, the notes and melodies were simply perfect.

Our sporting teams and individual athletes were again this year courageous in their efforts and champions in their sportsmanship. Representing the school and its region in a myriad of sporting arenas, our school has continued to produce amazing students with amazing talents.

Our dance, choir and performance speakers, covering public speaking and debating, shone again this year at a multiple of levels and in a variety of competition spaces. The dance groups were spectacular in our JAF concert and External Validation showcase and the choir performed beautifully at all of our major events this year. Our performing speakers all had huge successes this year locally and regionally, and notably, Annabel Hall shone like a Jasper Road Star as a member of the Western Sydney State Debating Team earning them second in the state.

Our academic successes continued to be a highlight of Jasper Road Public School this year with every student making expected growth in class endeavours. We had over 200 students compete in the ICAS tests and Jennifer Wang and Andrew Wang each receiving medals for perfect scores in maths and science. This is such an achievement as this is a hard feat and Jennifer achieved two medals for maths and science and Andrew a medal for maths. In the Premier's Reading Challenge, every year we have students receiving awards for completion and this year we celebrated our first ever Platinum Award for completion of the program every year at school. This year we were excited to present Bosco Chau with this award.

Whilst these are but only a few of the many highlights we have experienced as a school community, it is certainly clear that our school is working relentlessly towards the achievement of the goals outlined in the Melbourne Declaration. It has been such an honour and privilege to work alongside each and every one of you and to be able to say, I was a Principal of a school like Jasper Road Public School. As we embark on a new planning cycle and new adventure as a school community, I know that we are stronger and more confident as a community because of our time together.

Our school song states, "We strive to achieve" and I truly believe all our hopes and dreams really have come true.

Thank you and best wishes, Kylie Becker

Message from the school community

It has been my privilege to have been chosen to represent the Jasper Road community again this year, especially in this 50th Anniversary Year. Jasper Road is a very special place to be.

Firstly I would like to thank our wonderful staff. Your dedication to our children is amazing. I know many assume that you have a cushy job because you get so many holidays, but the majority of parents know and appreciate all the out of school hours time that you put into everything. Reporting, marking, excursions, camps, planning, meetings, working bees...the list goes on. We only have to deal with 1, 2, 3 or 4 whingy children on a daily basis, but you have a whole classroom to contend with. You all deserve a medal!

To our students...thank you for making Jasper Road so very special. Every single one of you is amazing and I know that your parents are very proud of you, because I am. Even if you didn't get an award this year, hold your head high. You are the reason Jasper Road is so great.

Our community is very special. The P&C committee and its sub committees of Fundraising and Band, work tirelessly all year round to help contribute to the school and provide for our children. This year we have held 3 discos with BBQs, a Bunning's BBQ, 2 working bees, Easter Raffle, Band camp, Mother's and Father's day stalls, Trivia night, Various morning/afternoon teas welcoming parents/children, sold anniversary merchandise and entertainment books, Election BBQ, athletics carnival canteen, helped at the JAF Concert...the list goes on and on.

We have a team of dedicated parents who make things happen. Sometimes it's like magic. One minute there's no one and the next there's a team and it's done. Thank you to all who contribute to make our community so wonderful.

Mrs Anne Ezzy was appointed principal at Jasper Road in April 2013. She came at a time of tremendous change within the Department and made an enormous impact on our school. We have witnessed her commitment to quality education and leadership and this has been evidenced in her selection to the role of PSL. We are very proud of you Anne. We thank you for leading Jasper Road the way you have and wish you every success for the future.

Ms Kylie Becker came to us for 2017. She hit the ground running and lead from the front. She lived and breathed her mantra of Communication, Clarity and Transparency. We have witnessed her patience, compassion and grace. Ms Becker has dealt with more than her fair share at Jasper Road this year, but she always carried herself with dignity and humour. Her open door has been revolving some days, but knowing that you were always prepared to listen to the students, staff and parents has been a great comfort to us all. Congratulations on your appointment as principal to Seven Hills West PS. They are a very lucky school. Thank you seems such an inadequate word to use as we say goodbye to you. Thank you for leading Jasper Road in 2017

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 (for schools participating in External Validation)

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of Learning the school has been externally validated as excelling.

Evaluation of the school shows that as a school there is a commitment to a school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement. Deep integration of the processes for our community driven band program, individual extra-curricular events and classroom practice demonstrate that the student body is rich in talent and ability. Jasper Road Public School has worked hard to provide student voice and community participation through our interviewing processes, teachers instilling project based learning (JAFFA) and the student leadership body. Through the PDP process with staff, leadership opportunities for leaders, student initiatives and PBL, the school has created a community of students that are self-aware, build positive relationships and actively contribute to the whole school, the community and the society in which they live. Engaging our chaplaincy and external agencies within our Support Unit, the wider networks of our school contribute to the enhanced wellbeing that exists in each and every member of the school. Having teachers understand the close connection between personal wellbeing and professional wellbeing has seen a significant growth mindset in staff regarding their careers as teachers in the DoE.

Jasper Road Public School provides significant learning opportunities that support student development and are strongly aligned with the school's visions, values and priorities. The vision statement, "providing every child an education worth having" explicitly encapsulates this mantra through the number of students achieving higher than expected growth in student performance measured both internally and externally. The school actively engages in programs and practices

that foster and enhance student engagement in all areas of the curriculum. The assessment and reporting mechanisms that have been evaluated and refined in the Learning Support Teams have been an area of focus in this final year of the planning cycle. Deepening the sustainability of processes has been pivotal to rebuilding how the school addresses the learning progress and access to outcomes for all students. This has enabled more than one person in the school to understand how the LST must recognise, evaluate and support staff and students in accessing the curriculum and to use data to inform this planning process. As a school, Jasper Road is engaging assessment and reporting strategies to help connect the school with its community. In 2017, there has been a concerted effort of staff to ensure consistent teacher judgement in the reporting process and to use data to make informed decisions about the progress of each student and to engage this data to move them forward. It has resulted in parents having an understanding of what their children are learning and they receive regular information to support their progression to the next level of outcome achievement. This has included 3 way interviews, wrap around conference, semester formal reporting and also regular access to the principal for consultation. In schools that excel, students perform at high levels on external and internal school performance measures. Jasper Road Public School has a very strong student body that are focused on achieving their potential and this is supported by their families completely. This has enabled the staff to be able to teach the content and see them make pleasing gains above their grade expectation.

In the domain of Teaching the school has been externally validated as sustaining and growing.

We regularly use student data and feedback to inform our teaching and learning. Through the use of JEWEL and the Seven Steps of Writing, teachers have begun to use rubrics and Destination Design (backward mapping) to identify student achievements and progress in order to inform future directions. The staff has engaged in consistent teacher judgement of the writing of students and the interest levels they have as a result. The school administration team regularly uses data to inform key decisions and monitors progress towards them, reporting this process to the leadership team.

Jasper Road Public School engages their Performance Development Plans to include personalised professional learning processes based on individual needs of the staff. Mechanisms and resource allocation from Great Teaching Inspired Learning (GTIL) and Resource Allocation Model Initiative Funding (RAM IL) have supported this process to be actioned.

At Jasper Road Public School, all staff demonstrate personal responsibility for maintaining and developing their professional standards. By working beyond their classrooms and working on broader school programs such as JAF and Project Jasper, the teachers have demonstrated their high levels of contemporary knowledge and teaching practices. This shared expertise has been illustrated in these whole school initiatives and has enabled teachers to collaborate and further enhance their understanding of evidence based teaching strategies.

In the domain of Leading the school has been externally validated as excelling.

At Jasper Road Public School the leadership team supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. Through the PDP process, the entire staff has been versed in the seven habits of Stephen Covey. This has enabled the school to strengthen and further engage the school community in areas of school improvement, personal conflict resolution and event management.

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity. This can be seen in our entire external validation process. At all stages in the process of preparing the evidence sets and on balance judgements, the team continually referred to the school plan for verification and validation.

At Jasper Road Public School, the facilities are used to their optimum within the school structures but also the external organisations that engage the use of our facilities. With nine organisations being supported by our school facilities, the students and their families in our school have access to a vast array of opportunities of which exist within our grounds. The school's access to flexibility of space and technology helps to build innovations and create future focused learning spaces that excite and engage student learning.

At Jasper Road Public School the focus has been on communication, transparency and clarity to evaluate and refine systems and processes in the school. This has particularly welcomed school community feedback in order to do so. Through the reconfiguration of systems from the office, Jasper Road Public School has now created practices and processes that are responsive to school and community feedback. The Leadership Team has made attempts to be proactive in responding to feedback around streamlining systems such as a bilingual newsletter, online interview booking system and being highly visible and engaging informally at the gate to see families. This has had a positive impact on the school community as this has created a combined proactive approach to the management of the school

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Stage Teams have reviewed PLAN data at the marker level to create systems of support for ES1 and identified students in LST. The staff and APs collegial relationships were strengthened in this process as they were able to make CTJs around level of expertise, experience and marker achievement for students. This helped to frame TPL for teachers in areas of strength and development. The LST supported this data harvest and had professional dialogue with teachers and adjustments in programs were made. As a result the T&L programs show areas of complex thinking from the TPL of 2016 and adjustments for L&S were shared. Due to the increasing population of the school, JRPS has established 3LST's focusing on all students as well as sustaining and growing teacher knowledge and understanding of the process as there were systemic gaps in processes due to the retirement of DP.

TPL sessions supported specialist teachers develop a greater understanding of the NCCD processes and how it aligns with their work. This saw an increase in awareness of students who would be included in the NCCD criteria and as a result, JRPS has more students in the data harvest this year. The specialist staff now understand that they can review and use this process to manage their T&L accountability throughout the year not just annually.

The LST and stage team meetings created and reviewed the current specialist teacher case management and adjusted accordingly. The wrap around conferences were established for the Support Unit to review ILPs on 5weekly cycle. These were inclusive of therapists, teachers, parents and carers.

The introduction of 3 way reporting and online booking system was well received. Students, parents and teachers were happy with the process. The focus on Hattie's philosophy and this was effective in the teaching and learning planning of academic goal setting in 5 weekly increments. Introduction of the Report Writing Handbook enabled staff to begin to understand and plan for reporting and to have CTJ in their reporting whilst maintaining consistency.

The staff were encouraged and supplied with report writing hubs following the dissemination of the report writing guidelines as identified in the handbook. For CTJ purposes, the hubs were available to have executive and mentoring teachers together to collectively write comments and phrasing that was in line with the guide. These happened daily so there was flexibility in attendance. The teachers were very thankful for the feedback at the beginning of the process to ensure they were effective and efficient in their reporting.

Teacher professional learning in complex thinking skills, feedback, Destination Design (backward mapping) and Focus on Reading to meet differentiated needs of students assisted teachers to review and share classroom successes, ideas and resources.

The staff teams began to understand how Stage outcome progression worked in class teaching and learning programs. As a team, they planned and scheduled the assessment and reporting in order to build a framework from which to engage the curriculum to their students, addressing the individuals in their classes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• NAPLAN analysis/suggested teaching strategies inform planning, teaching and assessing improvements in learning outcomes in Literacy and Numeracy and demonstrate 5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands.	*Wraparound money (1 day per week) *Sue–Ellen Adler Money *Equity Flexible Funding \$58,000	Nine percent of the school are below NMS in Reading, however they are making their expected growth on Individual Learning Plans. Ten percent of the school are below NMS in Writing, and again they are making their expected growth on Individual Learning Plans. Nine percent of the school are below NMS in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> NAPLAN analysis/suggested teaching strategies inform planning, teaching and assessing improvements in learning outcomes in Literacy and Numeracy and demonstrate 5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands. 		Numeracy, and again they are making their expected growth on Individual Learning Plans.
<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. 		Learning and Support Team structures help to track and monitor student progress. The teams were able to flag students and implement interventions against PLAN data and continuums.
<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. 	QTSS Staffing Allocation .617 (\$62,671)	<p>This target was realised with interventions from support from QTSS support.</p> <p>The support unit students were making expected growth in reading.</p>
<ul style="list-style-type: none"> L3 and Reading Recovery methodology is evident K–6 (as appropriate). 	Reading Recovery Staffing Allocation 0.5 (\$50,787)	Staff showed effective implementation of L3 however the process was modified for staffing adjustments and training levels. Some staff modified this process to reflect the learning needs of their students.
<ul style="list-style-type: none"> School projects for differentiated learning (JASPER/JEWEL) are planned, implemented, evaluated using CTJ. 	JAF – Jasper Road Arts Festival \$40,000	<p>This year the school invested project based learning through the arts with JAF Jasper Road Arts Festival.</p> <p>A determination to engage these initiatives biannually was received as best practice by the school community.</p>

Next Steps

We are focused on reframing programs to embed the extra-curricular initiatives into classroom practice. This will focus on curriculum and learning element where the school will establish active partnerships and work collaboratively to ensure continuity of learning for students. This will feature initiatives such as a sport reframing to provide a deeper skillset and toolset for school sport staff to enhance the development of PSSA sports, coding and arts programs to enlist the skills of staff within the school to mentor and broaden the accessibility and expertise across the whole school. Challenging contemporary pedagogies constantly within classrooms at the point in time and need for students through shorter and more data driven approaches should see deeper more contextual learning for all students. Within the wellbeing framework that exists in the school, a mindset towards internal control measures will assist the school community in understanding not only our value systems but also drive the individual belief systems underpinning the Covey framework of the 7 habits of effective leaders.

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 PDP process has been more clearly defined for all staff to include PDP goal for wellbeing. TPL on the difference between a goal and a target has refined the process and made the PDP philosophical process clearer. The staff have been paired and aligned as learning buddies to help, clarify and monitor progress of PDP goals.

The principal held TPL with the staff about the seven habits of effective leaders and shared that everyone are leaders of their own lives. This was a transitional TPL to prepare staff to begin to frame the Wellbeing Goalset for their personal wellbeing to become a Wellbeing Goal for professional wellbeing. This begins to frame the understanding that both personal and professional wellbeing are integrated and one does not exist without the other. The DP whole school, engaged in TPL about non teaching staff PDPs and then began the process for training staff in their goal setting. This entailed creating a SDD for SASS staff to be delivered SDD T3.

The staff working together immersed this in their PDP conversations with their APs. The Aps drew on their covey training to build and deepen collegial relationships with their staff.

The staff began to discuss the accreditation processes and two staff members who had been through it as beginning teachers presented the process of annotation, evidence collection and uploading it to NESA. The staff then began to look at this through their PDPs as possible evidence practice for being accredited next year.

Staff were asked to identify areas they wanted to learn more about in regards to the syllabus implementation. This then framed TPL within stages and individuals as opposed to whole staff meetings which freed up time to deliver whole staff meetings on other priorities.

This year we have established a fluid and flexible TPL calendar that enabled staff TPL to rotate over two week cycle so teachers could choose how they accessed learning. To accommodate part time teachers and also family commitments, staff chose which TPL to attend. They are repeated throughout the fortnight and staff have the opportunity to move as situations in life occur.

The staff worked together to begin to buddy and share knowledge and expertise in cloud based programming to create and build programming in a collaborative share space. The instantaneous ability to create, change and modify helped to meet the demands of the school and community on teachers and helped to reduce time away from their families.

As stage teams, the staff worked together to make statements and CTJ of achievements of students in the reporting processes. There was a collective understanding of the metalanguage required in the outcomes of all syllabus and how to put it into language that could be understood by families receiving the reports.

The staff began to use more effective "I Can" statements in classrooms to reflect the concept of "inquiry" outcomes rather than content driving outcomes. Staff began to engage data walls in their classrooms for visible learning so that the students could be a part of assessing their own educational progress.

The staff were asked to create integrated units to provide significant deep learning to the students about the historical time that were reflecting in their JAF performance. Using the JAF as a teaching point, the creative arts syllabus was embedded intensively in this period of the school year. Showcasing all artforms, staff were supported in delivering on all areas of the arts, which culminated in our school performance.

The beginning teachers and APs made plans and set goals for mentoring in areas of perceived need. This shaped the teaching and learning to be observed and reflected on for the year. The IL has made strong connections with K-2 staff in the pedagogical understanding of L3 to help gauge areas of need.

Beginning teachers have been provided with opportunities to compliment the work they are doing with APs. Stage Two

teachers have been engaging a writing focus through seven steps of writing success. This has seen more teachers asking questions and trying new things without fear of admitting areas of perceived failing. The team teaching with the IL has seen more teachers asking questions and trying new things.

The leadership team were a part of full day covey training with a network of similar schools and this had significant impact on how the leaders view themselves personally, as leaders and also as professionals.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 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 (PDPs) and negotiation of a minimum of 2 observations annually by respective supervisors/negotiated colleague. 	Executive RFF Entitlement	All staff were engaged in the PDP process and monitored throughout the year by their mentors, supervisors and the Principal.
<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. 		
<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. 	Professional Learning Allocation \$47,713 Beginning Teacher Allocation \$43,152	Professional Learning experiences were created and delivered reflecting the PDP process and mandatory DoE requirements. Evidence of this TPL was used in the A-Z Tool of Compliance and also GTIL funds. Professional Learning meetings occurred both internally and externally to the school incurring costs accordingly.
<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. 		Deputy Principal, Teaching and Learning worked and developed learning and support strategies that enabled staff to monitor, collate and collaborate data to inform planning for students requiring modifications in accessing equity of outcomes.
<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. 	Beginning Teacher Allocation \$43,152	Beginning Teachers were offered targeted professional learning opportunities that were reflected in their individual PDP goals. An allocation of extra RFF for all beginning teachers was timetabled across the year.

Next Steps

Engaging the pedagogies and evidence-based strategies through action research of staff, staff should be able to invest

the buy in philosophically and hence drive their own learning for school improvement. This could exist in systems such as "Jasper Expert Learning Pods" where focus groups are formed to target term length professional learning projects featured around curriculum and effective classroom practice. In turn, these structures for coaching and mentoring with GTIL and RAM IL funding would embed systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

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

Consultation with students, parents and teachers led to the introduction of a new Student Leadership policy which has been well received by the community. As a result there has been a significant increase in the profile of the student leadership team during 2017. This year we included the sport house captains in the GRIP conference training as well as the school captains. The sport captains have also regularly led the K-2 assemblies. The heightened profile of sport captains was well received by the community and made the assemblies smoother.

The SRC have taken the initiative to monitor and run a class competition to ensure that lunches are being eaten during eating time and not in the playground "play" space for safety. This has had a resounding success as the reward of free class time was widely received by the student body. SRC movie day was to help raise costume funds.

The administration staff all required intensive teaching and learning in LMBR processes. The Principal enlisted local networks to support the office staff. Upon the announcement of the retirement of SAM JRPS, a merit selection panel was formed for a new SAM to commence in Term Three. With the beginning of the new SAM at JRPS, the areas of development and strengths were identified by the findings on the audit report, which began the framework for a strategic plan to unfold for the administration Team. There were significant areas of development and this was then the brief for the SAM to work with the principal to mitigate them and make strategic plans for the systems and processes moving forward. The new SAM has been pivotal in this process and has become a strong feature of the school bridging the gap between the school and community and rectifying previous conflicts with various committees such as the band.

The school continued to engage visible leadership and work with families regularly meeting with families for debrief in and information gathering exercises. These were both formal and informal.

Schoolzine was launched and we held a session in the P&C meeting about the suggestion box of aspects the community would like to see in the publication. This led to a suggestion box for the newsletter and also a print note form to explain how to engage the site. Having parent representation on the JAF Management Team enabled clarity and transparency of the budgetary requirements for the production and also to be clear about mitigating previous challenges faced with JAF. This was widely endorsed and appreciated by the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 systems, products and practices, to support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.	\$10,000	<p>In 2017 significant input was engaged in the office to align systems and processes in the transition to LMBR. This uncovered systemic flaws in capacity building which were rectified across the whole school community.</p> <p>Staff are competent in using SENTRAL to mark rolls and academic reports of student progress.</p>
<ul style="list-style-type: none">• Increased participation in school/community information sessions, workshops and fundraising events and school	Support Unit Playground Band	Significant infrastructure in the school was realised with the Walk and Wheel, Support Unit Playground Grant and hindered by the continued increase of demountables on the school grounds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and P&C financial goals for school environment improvement are evaluated and met annually.	Walk and Wheel	The P&C collaborated with the school on all of these projects and were pivotal in boosting participation rates in the school band and working bee initiatives ie. painting of the school mural for the 50th Anniversary of Jasper Road Public School.
<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. 	SchoolZine \$2,500 Wrap-around Conferences \$20,000 Interpreters \$1,500	<p>The transition to SchoolZine Newsletter enabled a platform for bi-lingual families to engage in the school events, experiences and opportunities.</p> <p>A multi-faceted approach was developed within the support unit to enable a full network of support for each student embracing NDIS Therapists for students in a collaborative process where staff, parents and therapists could work together to support student outcomes cohesively.</p> <p>Interpreters were used for EALD parent information session and morning tea. This enabled our parents with a Language Background other than English to engage in the school community. Interpreters were also used in the 3-way interview process.</p>

Next Steps

As a school that encourages, fosters and nurtures future leaders, Jasper Road Public School needs to continue to develop and instil a philosophy of leadership at all levels of the organisation. Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Engaging Covey's shared vision philosophy to instil true, authentic ownership of the school-wide vision would support this succession planning. This would help the school community to maintain commitment to the school's strategic directions and practices to achieve educational priorities and foster confidence and faith that new initiatives are going to enhance their capacity as professionals and drivers of future focused education. Additionally, building a collective efficacy that stems from the office as the source of truth with funding and the core of the resource management of the school to the teaching staff who deliver the programs funded by the DoE and the community (such as the band) will help to ensure that longer term financial planning is integrated with school planning and implementation processes. The Jasper Road Public School Administration Team and school teaching faculty could achieve this through the collaborative creation of systems and structures that benefit all stakeholders with ease of communication, clarity and transparency.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,562	Aboriginal perspectives in education at Jasper Road Public School were enhanced with the celebrations in NAIDOC Week.
English language proficiency	\$14,000	EALD staff engaged new arrivals students in individualised NAP programs.
Low level adjustment for disability	Staffing allocation and RAM funding at end of Term 4 expended as per budget. 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. • Low level adjustment for disability (\$66 526.00)	Student data demonstrates required learning and behaviour progress and desired outcomes against individual plans and review meeting required actions.
Quality Teaching, Successful Students (QTSS)	Staffing allocation .617	Employed an additional staff member to provide executive staff with additional time for mentoring of staff and program evaluation.
Socio-economic background	\$15,811	Funds were used to enable SLSO's to attend camp with students from the Support Unit.
Support for beginning teachers	Beginning Teacher Funding Allocation expended or carried forward for respective teachers into 2017 as required.	Evaluation by Beginning Teachers; Student Outcomes monitored in respective classes; Feedback from BT Supervisors/Mentors; Professional Learning Framework is evaluated and evidence of Lesson Study.
Targeted student support for refugees and new arrivals	\$682	Resources purchased for the Library.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	381	396	416	442
Girls	356	358	364	403

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.1	95	93.1
1	95.3	95	95.6	94.1
2	94.3	95.4	95	94.9
3	94.7	94.5	95.6	94.9
4	96	95.2	96.1	95.6
5	95.1	94.6	95.8	95
6	93.8	94	92.4	94.9
All Years	95	94.9	95.2	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

At Jasper Road Public School, the attendance process is in accordance with the Attendance Policy. It was reviewed this year and tabled for consultation with the community, staff and students. The school uses processes to support families engaging extended leave to visit family overseas and to also support the students with attendance issues. This is reconciled with families in a positive way that supports a productive working relationship that reflects the Education Act and the pastoral care of the student.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	33.77
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	10.75
Other Positions	0

*Full Time Equivalent

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

In 2017, Jasper Road Public School had three staff accredited as proficient and the school has begun professional learning in preparation for the whole staff to work on proficiency accreditation. It is anticipated that the future planning of staff would engage in seeking higher accreditation of Highly Accomplished and Lead accreditation.

School performance

NAPLAN

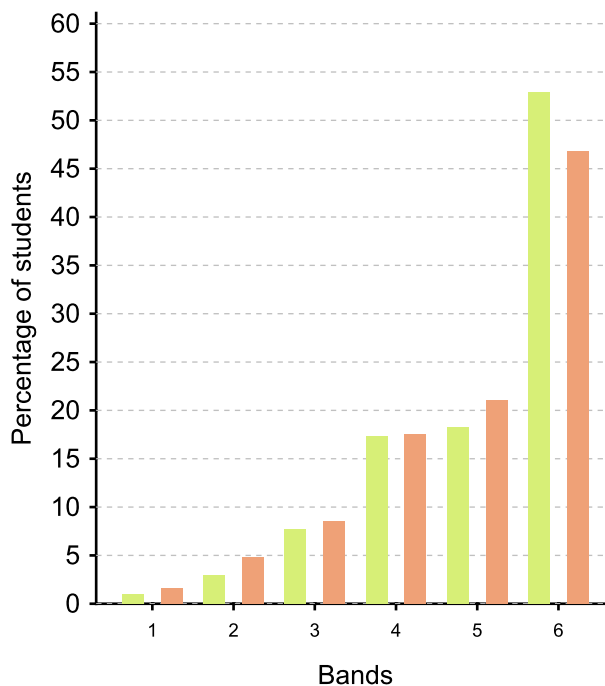
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In the area of Reading in Year 3, 52.9% of students achieved the top band and in Year 5, 26.1% of students were in the top band. As a school over the last 3 years we have shown a decrease in the lower bands and an increase in the higher bands. Our Support Unit students are making expected growth according to their Individual Learning Goals.

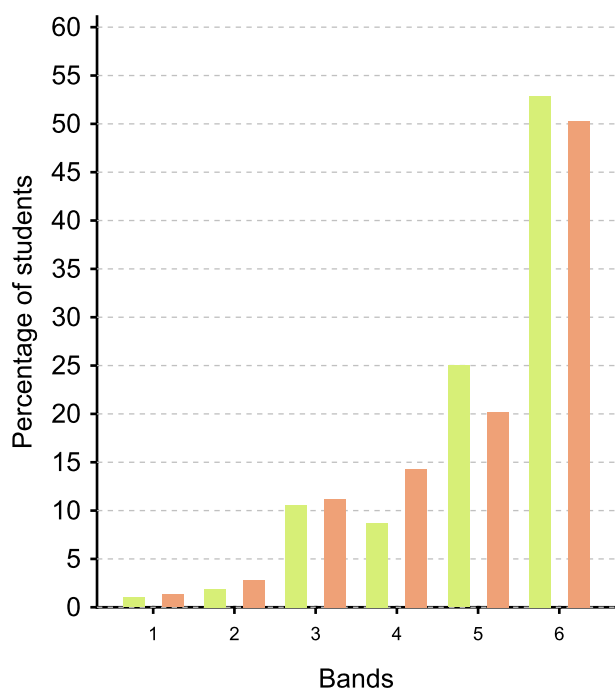
In the area of Writing in Year 3, 72.1% of students achieved in the top two bands. Our Year 5 male cohort achieved higher than the State Average in Writing, with the overall grade showing slight growth against 2016 results.

Our Spelling results indicate that students in both grades exist well above State Average by a minimum of 70 points.

Percentage in bands:
Year 3 Reading



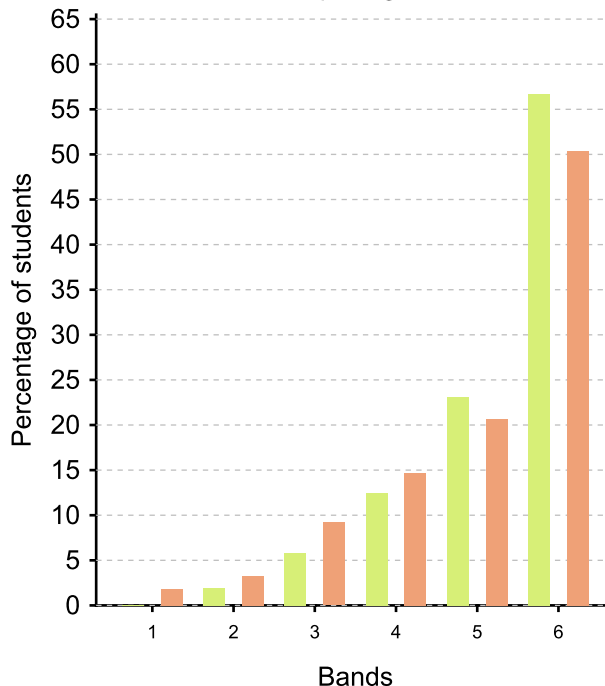
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.0	1.9	10.6	8.7	25.0	52.9
School avg 2015-2017	1.3	2.8	11.2	14.3	20.2	50.3

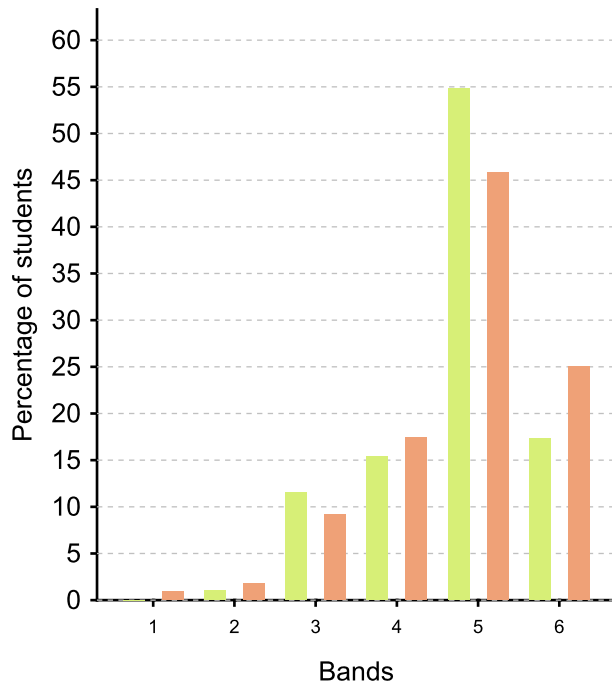
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.9	5.8	12.5	23.1	56.7
School avg 2015-2017	1.8	3.3	9.2	14.7	20.7	50.4

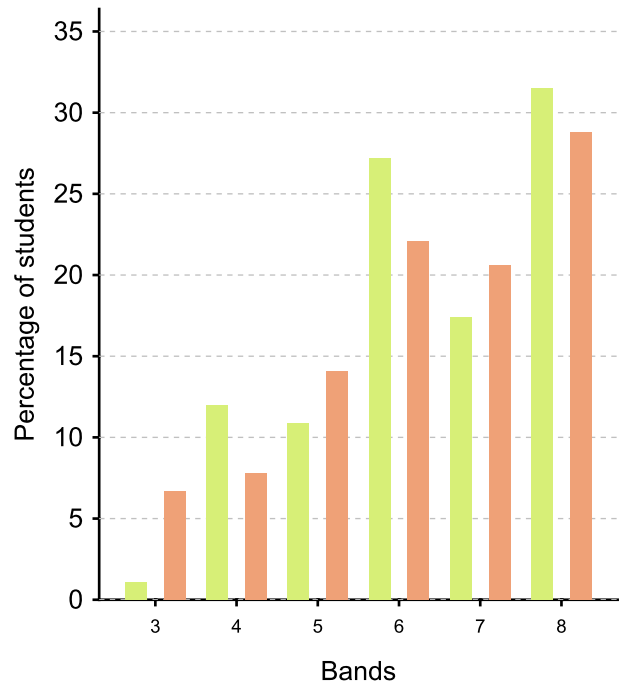
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.0	11.5	15.4	54.8	17.3
School avg 2015-2017	0.9	1.8	9.2	17.4	45.8	25.0

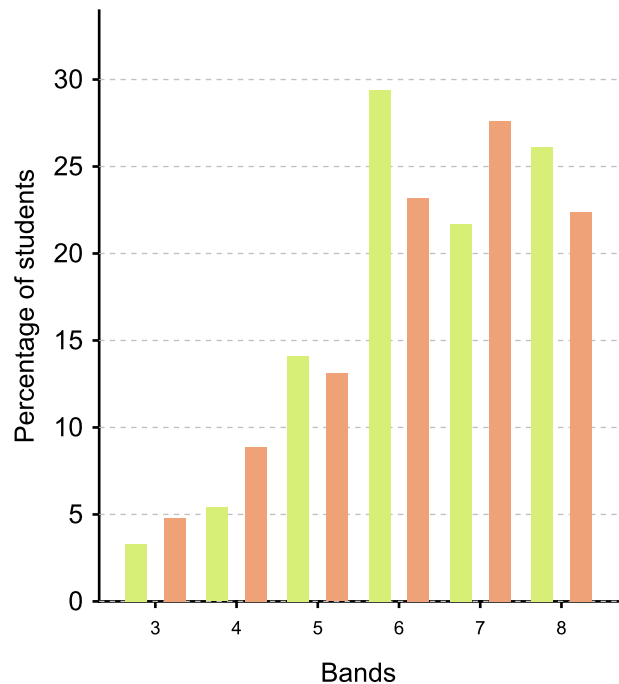
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.1	12.0	10.9	27.2	17.4	31.5
School avg 2015-2017	6.7	7.8	14.1	22.1	20.6	28.8

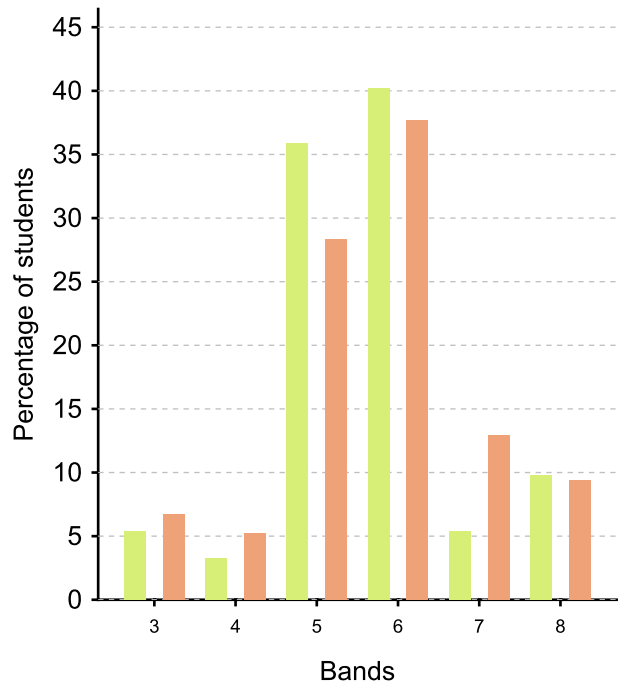
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.3	5.4	14.1	29.4	21.7	26.1
School avg 2015-2017	4.8	8.9	13.1	23.2	27.6	22.4

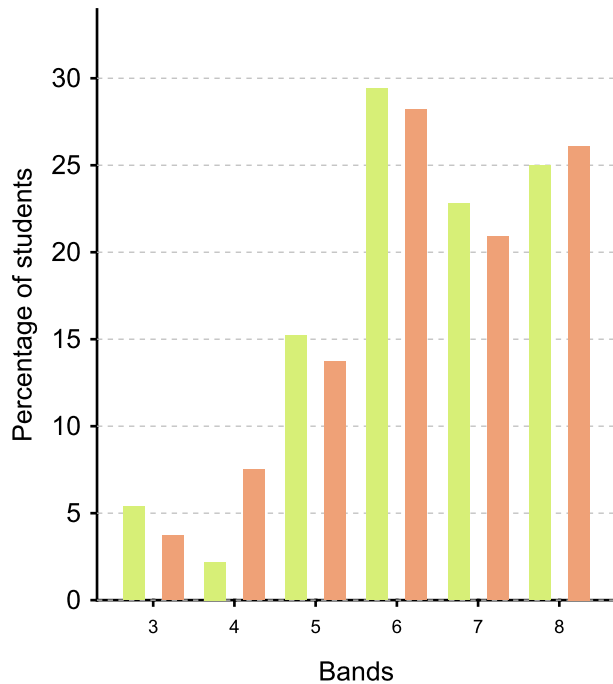
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	5.4	3.3	35.9	40.2	5.4	9.8
School avg 2015-2017	6.7	5.2	28.3	37.7	12.9	9.4

Percentage in bands:
Year 5 Spelling



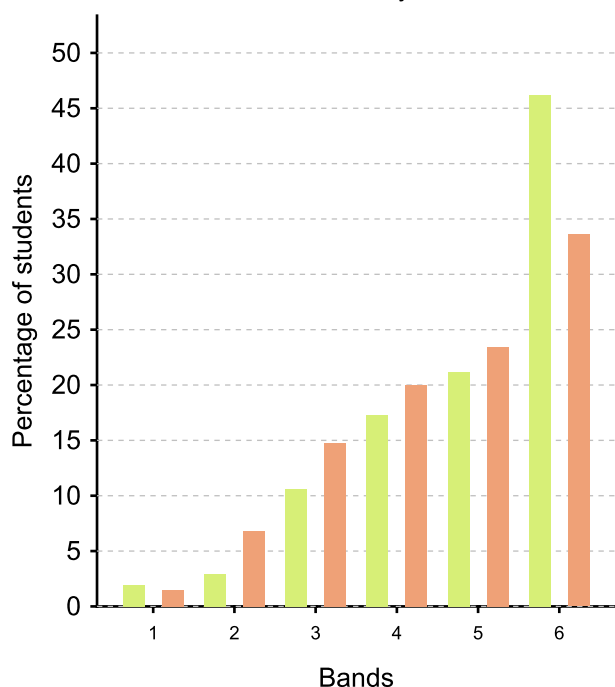
Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	5.4	2.2	15.2	29.4	22.8	25.0
School avg 2015-2017	3.7	7.5	13.7	28.2	20.9	26.1

Our Numeracy results indicate our programs in K–2 support a continual growth in all aspects by 50 points with over 60% of our students in Year 3 placed in the top 2 bands. In Year 5 our Trend Data illustrates a higher than State Average in all aspects of Numeracy by 30 points and 50% of our Year 5 students are placed within the top 2 bands of Numeracy assessments.

In the area of Number Patterns and Algebra 50% of our Year 5 cohort are achieving in the top 2 bands evidencing our focus on this in our Stage 2 programs.

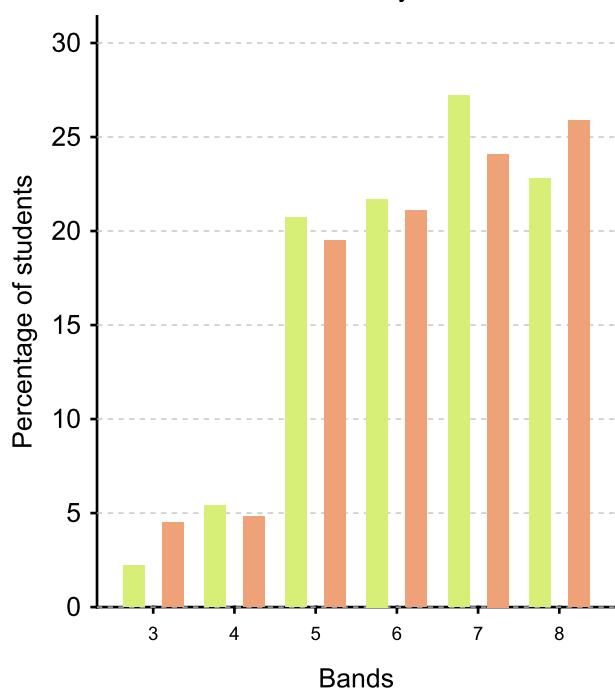
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.9	2.9	10.6	17.3	21.2	46.2
School avg 2015-2017	1.5	6.8	14.8	20.0	23.4	33.6

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.2	5.4	20.7	21.7	27.2	22.8
School avg 2015-2017	4.5	4.8	19.5	21.1	24.1	25.9

Jasper Road Public School are exceeding the Premiers Priorities in Literacy and Numeracy and in Aboriginal Education.

Policy requirements

Aboriginal education

At Jasper Road Public School a focus on embedding Aboriginal Perspectives into classroom programs and creating personalised learning pathways for Aboriginal students is a commitment of the entire school community. The school engaged in Professional Learning around the 8 Ways Pedagogy as well as NAIDOC Celebrations and a commitment to Acknowledgement of Country through our Aboriginal student leaders.

Multicultural and anti-racism education

Multiculturalism is promoted at Jasper Road Public School through a multitude of experiences and initiatives. This helps to engage a school population that celebrates over 50% of its families coming from different cultures. Our significant event is Harmony Day where the colour and vibrancy of our community is on show and where each family can share their traditions and heritage.

Embedding a Bi-lingual Community Languages program has enabled students to access learning beyond their own culture. Also with the transition to SchoolZine Newsletter our multi-cultural community are able to connect with the school and are better informed of the school's priorities and events.