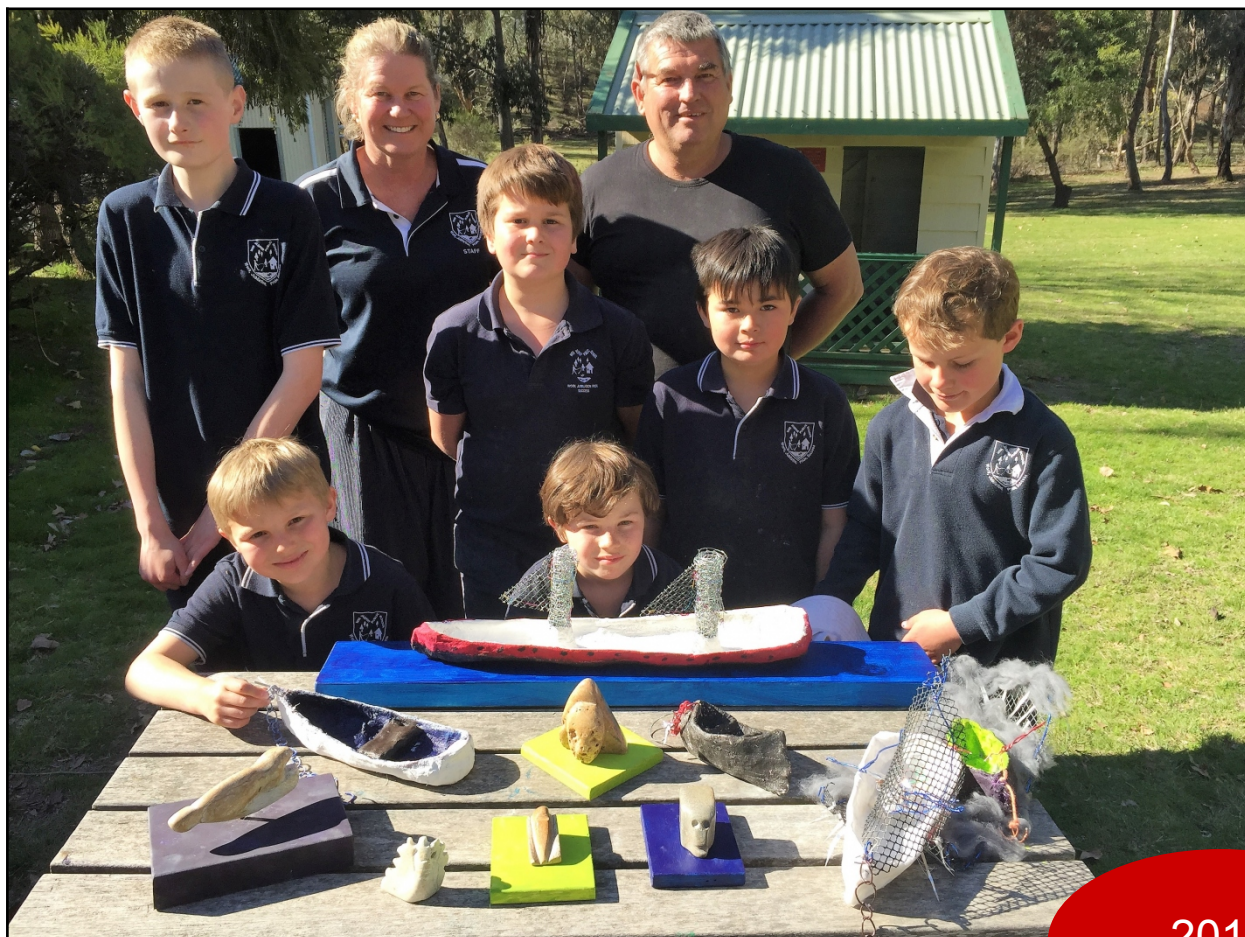


Wee Jasper Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Wee Jasper 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.

Michelle Andrews

Principal

School contact details

Wee Jasper Public School

6443 Wee Jasper Rd

Wee Jasper, 2582

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

weejasper-p.school@det.nsw.edu.au

6227 9652

School background

School vision statement

Our school will remain the heart of our small rural community. Here, core values will be learned and lived, as every learner is fully engaged and challenged, in preparation to making their contribution to our complex and dynamic society.

Every student will be known, valued and cared for and experience a secure sense of belonging and connection to this school, community and land. All students will be literate, numerate and curious.

We will continue to see the diversity of our community as a pedagogical strength and draw upon our diverse human and natural resources to sustain learning. In this way, we will counter the potential disadvantage of living in a small remote community.

School context

Wee Jasper Public School is a small rural school located in the Goodradigbee Valley, 53 kms south of Yass. The school is some what isolated and is set in a tranquil and unique natural bush setting. The land is recognised by the Yass Aboriginal Educational Consultative Group as shared country between Wiradjurri and Ngunnawal. The school is connected to the educational community through 'Binit Binit' and 'Burrinjuck' Learning Communities and partners with other small schools.

The school is committed to fostering a sense of belonging where students feel safe, cared for and valued. Students are respectful and show empathy as they develop a broad range of flexible personal and collective skills. They support each other in developing a positive self-image and belief that they will all succeed. The smallness of the school enhances quality personalised learning and is underpinned by high expectations for intrinsic motivation and achievement. The school actively connects students to their learning, each other and the community and positive relationships are promoted. The intergenerational relationships build students' ability to relate to others and increase self-confidence.

Our staff are a highly professional and dedicated team who encourage all students to achieve their personal best in all that they do though high quality, innovative teaching and learning programs. Their reflective practice, resourcefulness and vigour creates a dynamic and diverse learning environment. The collaborative approach to student learning and well-being sees creative and diverse learning opportunities for all students and draws upon a wide pool of community skills and resources.

The school is the heart of the community and has a long history of strong support and comaraderie. The isolated nature of the community results in very intimate yet respectful relationships and the success of the school is cherished and celebrated by all. The school enjoys outstanding levels of support from the community and the provision of a plethora of diverse educational and extra-curricular opportunities.

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, 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.

Learning

The results of this process indicated that in the School Excellence Framework domain of 'Learning' the school is operating at the Sustaining and Growing stage. Learning culture, wellbeing and curriculum are strong features of the school. The school came to this judgement upon reflection of current practices and school initiatives that support the School Plan's processes of enriching learning and formative assessment. All teaching staff are working towards embedding these strategies into their daily practice. In element of assessment, reporting and student performance measures the evidence presented indicates the school is operating at the Delivering stage.

Teaching

The results of this process indicated that in the School Excellence Framework domain of 'Teaching' the school is operating at the Sustaining and Growing stage. Effective classroom practices, professional standards as well as learning and development are areas of strength within the school. The school came to this judgement upon reflection of current practices and school initiatives that support the School Plan's processes of formative assessment, collaborative practice and evidence based teaching. Staff are implementing effective evidence based teaching and collaborative methods and are working towards embedding these into their daily practice. In element of data skills and use, the evidence presented indicates the school is operating at the Delivering stage.

Leading

The results of this process indicated that in the School Excellence Framework domain of 'Leading' the school is operating at the Delivering stage. The school came to this judgement upon reflection of current practices and school initiatives that support the School Plan's processes of collaborative practice and evidence based teaching. All school staff strive towards continuous improvement guided by the school plan and supported by the school leader. In element of school resources, the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Our self-assessment 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 about the School Excellence Framework:

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

Strategic Direction 1

Engaged and challenged learners

Purpose

- To produce inspired learners, who enthusiastically engage with diverse, challenging, creative and inclusive curricula in a personalised learning context.
- To maximise individual and collective well-being and capacity to learn by fostering a strong sense of identity, belonging and connection to the local community.
- To produce switched on and curious learners who are motivated to work hard at building their literacy and numeracy skills.

Overall summary of progress

Teachers have used research-based practices to collect data about student performance. This includes the use of daily 'personal learning' time written into whole school routines where each student has a 30 minute 1:1 literacy and numeracy session with a teacher each week. These sessions involve the setting, monitoring and assessing of learning goals to ensure that each student's personalised learning time and tasks are meeting the individual needs of the students. Students actively engage in the reflective practice with the desired focus of improvement in the forefront of their minds. Students have developed capacity to identify and articulate their progress and are more skilled at communicating their challenges. Students are building capacity to communicate their growth and challenges to their parents through three-way conferences.

Teachers are able to identify what each student knows and what they are ready to learn next. Teachers use the English and Mathematics syllabus, work samples and student-teacher conferences to target teaching and support student learning. Teachers were able to articulate and identify how the Learning Progressions are to be used as a diagnostic tool.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have achieved their expected growth for Literacy.		Majority of students continued to achieve their expected growth in reading as evidenced in their personal learning plans and negotiated learning goals. All Year 5 students who sat NAPLAN achieved growth equivalent to one year or more in all aspects of Literacy.
All students have achieved their expected growth for Numeracy.		Majority of students continued to achieve their expected growth in numeracy as evidenced in their personal learning plans and negotiated learning goals. All Year 5 students who sat NAPLAN achieved growth equivalent to one year or more in all aspects of Numeracy.
Implementation of evidence-based practices demonstrated through differentiated learning programs.		Teacher programs reflect deep understanding and planning for all student learning and wellbeing needs. School wide systems are enhancing data collection to inform teaching.
All students engage in an increased quality and quantity of diverse enrichment and extension opportunities.	Kitchen/garden program – \$2,400 Dance – \$1,000 Akira Kamada Workshops	Innovative and diverse learning programs create place-based education which is meaningful and relevant to student needs. This includes a strong focus on extra curriculum and enrichment programs including kitchen/garden, and The Arts. Students actively engage in all learning and seek to know the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students engage in an increased quality and quantity of diverse enrichment and extension opportunities.	and excursion – \$4,000 Sculpture in the Paddock – \$3,250 Ski Program – \$4,000	learning intention of all initiatives. Students provide feedback to teachers and reflect on their accomplishments and future needs.

Next Steps

- Teachers will monitor student learning and collaboratively continue to practise using Literacy and Numeracy Learning Progressions to analyse student work samples and observations.
- Teachers will continue to confidently use the English and Mathematics syllabus to provide ambitious learning opportunities which target student needs.
- Teachers will continue to develop student's self reflection strategies and communicate clearer explanations of future learning intentions, with the focus on English, mathematics and wellbeing goals. This will further develop the effectiveness of student voice, empower students and enhance collaborative learning partnerships.
- Teachers will provide ways for students to use formal and informal feedback and self assessment to help them understand the next steps in learning. Students will articulate how they learn and identify how to move their learning forward.
- Students, teachers and parents will develop stronger partnerships in learning which reflect accurate data and effective feedback.
- Teachers will collaboratively provide enriched, extended and creative approaches to delivering curriculum.
- Teachers will assist students to link learning intentions across the six key learning areas, harvest prior learning and aspirations as well as develop student's control of their mindset skills and perceptions.
- Students will build capacity to interact and connect with diverse people and contexts through effective relationships, self-awareness and enhancing a sense of belonging.
- Empower students to feel a sense of belonging, connect with each other, country and their community.
- Teachers will collaboratively drive school improvement through "Curiosity and Powerful Learning" tools, maintain communities of practices and forge new connections with relevant experts.

Strategic Direction 2

Quality, collaborative teaching

Purpose

- To continually improve teaching practice through collaborative professional learning, planning, evaluation and reflective practice.
- To encourage teaching that is responsive to student needs and extends the literacy and numeracy of individual learners.
- To deliver high quality, personalised teaching and learning that ignites a love of learning, sparks students' curiosity and creativity and emphasises connectivity.

Overall summary of progress

The learning community of teachers has enabled all teachers to use reflective practices in a supportive environment. Strong relationships were formed, maintained and collaborative practices implemented to improve teaching practice. There has been a growth in teacher's knowledge and understanding of formative strategies as evidenced through teacher observations.

Teachers view themselves as part of the leadership team and are motivated to drive school improvement. The team has undertaken Quality Teaching Rounds, Curiosity and Powerful Learning and Bridges out of Poverty professional learning modules. All professional learning courses have provided the team with current research based pedagogy to drive school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers engage with and maintain high quality teaching through professional development, action research projects, engagement with Teaching Standards and PDP action plans.	Curiosity & Powerful Learning \$6,700 Bridges out of Poverty \$1,600	Professional learning was aligned to the school plan and individual teacher's PDPs. The learning connected teachers to current research about school improvement, collaborative practice and feedback. All staff engaged in professional learning which improved how staff engaged with students, parents, staff and community members from diverse backgrounds.
All teachers have embedded evidence-based pedagogy in teaching and learning programs.		Programs and practice reflect understanding and implementation of all three professional learning courses.
All teachers engage actively in collaborative and reflective practices to improve teacher capacity.	Quality Teaching Rounds \$1,300	Teachers observed other teachers both in the school classroom and across other school classroom settings. Feedback was provided based on the teacher's focus area which led to improved practice.

Next Steps

- Leadership team to create an action plan of embedding Theories of Action which focuses on setting challenging learning tasks, framing higher order questions and connecting feedback to data.
- Teachers develop whole school approach to incorporating Theories of Action into classrooms.
- Teachers collaboratively plan, observe and provide feedback to peers of lessons which align to Theories of Action.
- Collaborative planning to devise whole child learning which incorporates cross curricular, place education and diverse programs.
- Integrate curriculum outcomes into diverse and innovative programs.
- Create school systems for generating digital records of student progress and future direction.
- Collaborative approach to further develop PDP processes to enhance teacher development.

- Develop understanding of the accreditation process and implement the mandatory requirements.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>Staffing – \$20,823</p> <p>The staffing component has been used to employ a second teacher one day a week for support student learning.</p> <p>Flexible – \$3,651</p> <p>The flexible funding was used to employ a Student Learning and Support Officer. It was also used to release staff to work with Department of Education personnel.</p>	<p>All students gained personalised 1:1 time with a teacher for both literacy and numeracy each week. The impact of the students having daily personalised learning tasks and weekly conferences led to student learning improvement. Teachers targeted student learning programs using informative and relevant evidence. Teacher and student conferences resulted in the creation of shared and negotiated learning goals which empowered the students as learners.</p> <p>Student Learning and Support Officers supported learning programs which created more opportunities for students to receive constructive feedback and support with their learning.</p>
Quality Teaching, Successful Students (QTSS)	<p>0.008 Entitlement – \$833</p> <p>The entitlement contributed toward the employment of a second teacher for a full day each fortnight.</p>	<p>The impact of the second teacher working a full day fortnightly, enabled more collaboration between the teacher and principal. It also facilitated opportunities for professional learning.</p>
Socio-economic background	<p>Flexible – \$1,709</p> <p>These funds contributed towards student participation in the arts programs.</p>	<p>The students collaborating with students from other schools dissipated the potential disadvantage of the small school setting. Students engaging in the arts greatly boosted student's self esteem, confidence and skills to express themselves.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	8	5	6
Girls	3	1	1	0

Wee Jasper Public School enrolments fluctuated during the year. The minimum enrolment for 2018 was 6 and the maximum was 11 during Term 4. Significantly higher enrolment of male students has been a trend for the past five years. No students identify as Aboriginal or Torres Strait Islander.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	97.9		
1	94.3	97.8		
2			97.7	
3	94.6	94.4	100	94.7
4	92	97.8	96.6	92.6
5	94	98.9	88.2	94.3
6		94.9		80
All Years	94.3	96.8	94.4	91.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		
1	93.8	93.9		
2			94	
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6		93.4		92.5
All Years	94.1	94	93.9	93.2

Management of non-attendance

Regular student attendance is promoted at Wee Jasper Public School. Student attendance at Wee Jasper Public School was consistent with state averages for 2018. The school works closely with parents to support, encourage and celebrate regular attendance. The school utilises recommendations from the Home School Liaison Officer to support students and parents with

attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.88

*Full Time Equivalent

No Aboriginal or Torres Strait Islander people were employed at Wee Jasper Public School in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The National Education Standards Authority Accreditation (NESA) is currently being implemented and this ensures that all teachers hold active accreditation with the NSW Education Standards Authority (NESA) in order to remain employed. Accreditation is based on the Australian Professional Standards for Teachers. These have been developed by the Australian Institute for Teacher and School Leadership (AITSL). AITSL is the national body with responsibility for driving high quality professional development for teachers and school leaders and working collaboratively across states. All teachers and principals are required to be accredited with NESA in order to remain employed. The standards define the knowledge, practice and professional engagement needed for high quality, effective teaching that improves student learning outcomes. They describe high quality professional practice. Pre 2004 teachers at Wee Jasper Public School are accredited at the 'Proficient Teacher' level and ongoing support to all staff was given to maintain accreditation.

The principal is responsible in managing and supporting staff with the accreditation process. The

Performance and Development Framework for Principals, executives and Teachers in NSW Public Schools was implemented in 2016. Teachers developed a Professional Development Plan (PDP) informed by the school plan and the Australian Professional Standards for Teachers and Principals. Building teacher capacity and effective performance is essential in improving student outcomes.

Staff participated and engaged in significant amounts of professional learning in 2018. Teacher training in 'Curiosity and Powerful Learning' and 'Quality Teaching Rounds' were instrumental for the implementation of the current school plan. These two programs supplement each other and will be further developed and embedded during the three year school plan. All staff participated in 'Bridges out of Poverty' to provide staff with understanding and skills for working with diversity within communities. It also equipped staff with skills for maintaining positive relationship and enhance school and community partnerships. Staff also completed mandatory training in CPR, Child Protection, Asthma, Anaphylaxis, WHS and Code of Conduct.

In addition to attending 'Bridges out of Poverty,' non-teaching staff have accessed professional learning opportunities to build their capacity in various aspects to improve their practice. The School Administration Manager attended two conferences and multiple finance and administration workshops. The newly appointed Student Learning Support Officer and the part time teacher shadowed staff at Berinba Public School Support Unit to develop skills for a new student in Term 4.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	9,391
Revenue	347,244
Appropriation	336,097
Sale of Goods and Services	84
Grants and Contributions	10,901
Gain and Loss	0
Other Revenue	0
Investment Income	163
Expenses	-346,405
Recurrent Expenses	-346,405
Employee Related	-286,221
Operating Expenses	-60,184
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	839
Balance Carried Forward	10,230

The 2018 financial summary is a reflection of the income and expenditure of Wee Jasper Public school for 2018.

The Wee Jasper Community Association made a \$3,250 donation which was used for all six students to participate in the 'Sculpture in the Paddock' art program. Wee Jasper P&C provided the school with a generous donations of \$2,000 which was used to partly fund the Jindabyne Snow Camp for five students. Individual parents contributed \$1,125 through an excursion levy. The school community took advantage of the 'Earn & Return' recycling program which generated \$3,625 of revenue for the school. These funds subsidised excursions for 2018.

The school used \$13,100 of consolidated funds to employ a full time Student Learning Support Officer in Term 4 to support the teacher in maximising and improving learning outcomes for all students.

The school funded the replacement of the principal who was on three weeks of long service leave during Term 4 at a cost of \$8,360.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	266,976
Base Per Capita	1,160
Base Location	1,380
Other Base	264,436
Equity Total	26,183
Equity Aboriginal	0
Equity Socio economic	1,709
Equity Language	0
Equity Disability	24,474
Targeted Total	0
Other Total	14,888
Grand Total	308,047

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to privacy and confidential protocols it is inappropriate to discuss literacy achievement with a small cohort.

Due to privacy and confidential protocols it is inappropriate to discuss numeracy achievement with a

small cohort.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Due to privacy and confidential protocols it is inappropriate to discuss Premier's Priority achievement with a small cohort.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about their school.

This year students wrote a reflection report in December about their own learning and the school. Students stated they enjoy the friendships they have at the school and the positive classroom and playground behaviour of the other students. Students believe their peers are inclusive and that the expectations are fair. They also stated that all the staff are helpful and friendly. Students enjoy the personal celebrations of their birthdays and how everyone is valued and cared for. They believe their teachers help them learn a lot and that they have had a variety of learning experiences and excursions. Some students also stated that they appreciate the natural environment and how the relaxed atmosphere helps them be creative and achieve.

Parents have expressed their appreciation for the growth in their children's academic, social and emotional progress. Parents have indicated that there is a positive learning environment and that staff provide innovative learning opportunities for the students.

Staff have communicated that the quality relationships between staff is a highlight of Wee Jasper Public School. All staff are respectful and keep the students in the forefront of all decisions. Staff appreciate the consist approach to wellbeing and the high expectations for excellence.

Policy requirements

Aboriginal education

Wee Jasper Public School continues to have a strong focus on establishing, building and strengthening relationships with Aboriginal people and communities. We provide, in partnership with Aboriginal people and communities, education and training which promotes quality teaching, is engaging, and is culturally appropriate and relevant. Our school promotes education and training as a lifelong pursuit; to ensure Aboriginal people are better equipped to secure meaningful and rewarding employment and to lead healthy, fulfilling and successful lives. At Wee Jasper Public School we acknowledge the need for all staff to

focus on three guiding elements – Relationships – Engagement – Ongoing Learning. The key planning documents our school utilises are: The Partnership Agreement between the Department of Education and Communities and the NSW Aboriginal Education Consultative Group (AECG) Inc.; the Aboriginal Human Resources Development Plan 2012–2017; and the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014. Wee Jasper Public School recognises the NSW Aboriginal Education Consultative Group Incorporated as the peak community advisory body to the Department on Aboriginal education and training at all levels and in all stages of planning and decision making. We are active members of the Yass AECG and have collaborated on several initiatives throughout 2018 including the NAIDOC event which was a combined Binit Binit Learning Community celebration.

Wee Jasper Public School has combined with National Parks NSW to explore the local Wee Jasper environment through cultural, scientific and historical lens. The students engaged in workshops with the National Parks Aboriginal presenters and connected to the land and started exploring how the natural environment was used and respected in the past. The impact of this has greatly assisted the students in also connecting to place, respecting historical practices used to preserve the environment and to prioritise the importance of sustainability for future generations

Multicultural and anti-racism education

Multicultural Education continues to be a focus for all students and our community at Wee Jasper Public School where we always promote intercultural understanding and community harmony. We enact cultural inclusion at whole school level.

Our culturally inclusive practice continues to encompass both curriculum content and pedagogy. It ensures that the materials and examples used in teaching and learning activities avoid bias and prejudice and challenge stereotypes. It also ensures that all students have equitable opportunities to learn, share experiences and succeed at school.

We remain strong in the belief that a culturally inclusive curriculum is one that reflects the cultural, linguistic and religious diversity of society. It ensures that each student is able to learn in a supportive environment free from prejudice and discrimination. Wee Jasper School is committed to providing opportunities for all students to identify as Australian and explore cultures and beliefs that may be different from their own.

Students have engaged in a learning partnership with the Japanese sculptor and art installation artist 'Akira Kamada'. This was broadened later in the year to include other international artists. The program saw the students develop a strong rapport with Akira through the creation of art at a school and community level. All Wee Jasper students combined with a selected group of students from four local schools to form an art enrichment initiative. This involved a two-day workshop, immersed into the local Wee Jasper environment where artwork was created from the

natural environment. The artist showcased how art is a medium to communicate ideas, beliefs and embellish both the natural beauty of the environment and humans across a global world. This program was enhanced by an excursion to 'Sculpture by the Sea – Bondi' where the students worked closely with several international artists. The impact of this element of the program was that it helped students learn that a global conversation can be achieved through the creation of art. Students explored concepts such as refugees, environmental concerns, endangered animals, capitalism and consumerism through art to develop a deeper understanding of multicultural education beyond stereotyped cultural activities. It also helped the students better understand their role and responsibility as a global citizen.