

# Jasper Road Public School

## Annual Report



2018



4382

## Introduction

The Annual Report for **2018** 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.

Mr Craig Warner

Principal

## School contact details

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## Message from the Principal

Jasper Road Public School has celebrated another year of outstanding success across a wide range of curriculum areas and extra-curricula pursuits. It was my great pleasure as principal to arrive at our school at the beginning of Term 2 and I witnessed the amazing success that Jasper Road Public School prides itself on. As the newly appointed principal, I have spent time consulting with staff, parents and students to document where we have been as a school, where we are now and where we are going in the future. Our school's name is synonymous with quality programs, professional staff and a caring environment. The school provides outstanding programs in literacy, numeracy and teaching and learning programs across all areas of the curriculum. However, the school is only as good as the people who are in it. We are fortunate at Jasper Road to have a caring community who do their utmost to support the teaching staff and the children of the school.

I would like to thank all the people who have been involved in the whole school process over the year to produce this document, following a rigorous self evaluation process. I look forward to working with you all further in 2019. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Craig Warner

Principal

## Message from the school community

This is my final year on the P&C as my youngest son, Jackson is moving on to high school. I joined the P&C 4 years ago and served just this last year as President after two years as Vice President under the previous President, Karen Titterton – thanks to Karen for her leadership.

It has been an honour & a privilege to lead the team of tireless workers that make up our P&C. Many thanks must go to all the members of the P&C Executive Committee, the Fundraising Committee, the Band Committee and all the parent volunteers that make all our activities such a success. Thanks to Evelyn for stepping into the vacant Secretary's role and keeping us all organised, to Karen for her continuing commitment to the school – this year as Vice President, to Deryck (Deck) our second Vice President for his sound advice and to Nicole for her financial management.

Special recognition should also go to Shontelle as the leader of our Fundraising sub-committee. She has been a tireless worker and has adapted to new ideas and should feel very relaxed in moving on from her role as Fundraising Coordinator leaving behind some very well documented procedures that will make her successor's role an easier one. And thanks also to Wiebke who helped with this documentation.

This year's fundraising income was over \$52,000, boosted in large part by the very successful Colour Run. In addition, we received the grant funding of \$70,000 that we were awarded last year for the All-Abilities Sensory Playground project, and we added to this \$39,000 that had been raised in prior years resulting in a total payment from the P&C to the school of \$109,000. The school paid \$33,000 for the remainder of the project cost with a total cost of approximately \$142,000. I attended the formal opening on 19 October and it was a joy to see the smiles on the happy faces of the kids.

I was lucky to be part of the selection panel that chose our Principal, Craig Warner. I trust he will give us many years of stable long-term leadership, something we have sorely needed for some time.

Thank you to Craig and to our deputies Debby and Vanessa for your leadership this year; and to all our teachers, office staff and support staff for your dedication to our school, to our children and to our community.

I have found it very rewarding to give back to the community by being part of the P&C and I would encourage every parent to participate in some way; either by donating their time to a fundraising effort or by joining a committee.

I know that I am richer for the experience of my time on the P&C at Jasper Road. I hope I have left the school and the P&C a little better than when I started this journey.

Thanks for the memories.

Mark Highfield

President – Jasper Road Public School P&C Association

## School background

### School vision statement

Jasper Rd Public School is committed to creating a quality learning environment in which all students, staff and community members feel valued, supported and safe.

Students will be resilient, confident and future–focussed, equipped with the knowledge and skills to become empowered life–long learners.

We are committed to providing inclusive, differentiated and innovative learning experiences, setting high expectations for every student.

### School context

Jasper Road Public School is located in Baulkham Hills, North Western Sydney set in a community that is growing in both size and diversity. Enrolments have been steadily increasing over the last 10 years. Our current enrolment of 845 includes five support classes for students with autism, physical or intellectual disabilities.

Jasper Road Public School has a significant blend of cultural backgrounds and languages. The number of students who speak English as an Additional Language and Dialect is 56.3% of the whole school population.

The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasising the core learning of literacy and numeracy, the school provides a range of cross curricular and extra–curricular learning experiences to extend and enrich our students. Our community values future–focused pedagogies resulting in excellence in academic achievement, the Arts, sport, student leadership, environmental initiatives and citizenship. The school enjoys a strong relationship with the P&C who support the holistic teaching and learning programs. Jasper Road Public School is one of eight schools that makeup 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, 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 Culture:** There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

**Wellbeing:** Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. There is school–wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

**Curriculum:** The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support

learning, and share expected outcomes.

**Assessment:** Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts.

**Reporting:** The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

**Student Performance Measures:** The school achieves excellent value-added results, significantly above the value added by the average school. Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

**Effective Classroom Practice:** Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

**Data Skills and Use:** Teachers use data effectively to evaluate student understanding of lesson content. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

**Professional Standards:** Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

**Learning and Development:** Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

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

### Learn

#### Purpose

Jasper Road Public School will offer visible learning experiences that are differentiated, meaningful and challenging, providing students with the opportunity to become global citizens who have an impact on the world.

Staff will engage their pedagogical knowledge and understanding with their colleagues and wider school community networks to deliver a high standard of future-focused learning, teaching and leading experiences.

High quality teacher professional learning will ensure that all staff understand and collectively engage with the many programs across the school, resulting in all students having access to all facets of quality teaching and learning.

#### Overall summary of progress

Teachers have participated in professional learning to better implement their delivery of individualised reading and phonics instruction. This has also led to the development of a plan for consistency in K–6 phonics/spelling, reading and numeracy, including the construction of Scope and Sequence documents for teachers to follow in 2019. Phonics in the early years has been a focus with support through targeted professional learning for all K–2 Teachers. Learning and Support Team process have been continuously reviewed throughout the year, with particular focus on the provision of in-class support for students requiring additional learning support, as well as our ensuring the learning needs of all EAL/D learners are met. A collaborative approach to developing improved inquiry learning pedagogy in the key learning areas of History, Geography and Science has taken place. A team of teachers created a framework and scope and sequence for inquiry learning across K–6, which will be fully implemented in 2019.

#### 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"><li>• Greater than 80% Kindergarten students exit at instructional Reading Level 9 or above and independently writing 24 or more words.</li><li>• Greater than 80% of Year 1 students exit at instructional Reading Level 18 or above.</li><li>• Greater than 80% of Year 2 students exit at instructional Reading Level 25 or above.</li><li>• 5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands in NAPLAN (Premiers Priority)</li><li>• Tell Them From Me data reflects increased student engagement on previous years.</li></ul>	<p>\$30,912 (Literacy/Numeracy)</p> <p>\$53,000 (OPEX)</p>	<ul style="list-style-type: none"><li>• 97% of Kindergarten students exited at Instructional Level Level 9 or above</li><li>• Tell Them From Me data indicated 5% growth in the number of students that were interested and motivated in their learning.</li><li>• 4.7% of Year 3 students were below NMS in Reading. This was a reduction of 4.3% from 2017.</li><li>• 10.1% percent of Year 3 students were below NMS in Spelling. This was an increase of 3.5% from 2017.</li></ul>

#### Next Steps

- The focus on improved consistency across the school in Phonics and Guided Reading practices will continue. In 2019, class teachers will be supported daily through the instructional leader role provided by the Principal and two Deputy Principals. Ongoing professional learning for improved phonics instruction will continue with all teachers receiving regular professional development across the year, as well as being provided with opportunities to observe colleagues and reflect on their own practice through timely feedback.
- The Learning and Support Team will continue to refine its role within the school. 2019 will see the Learning and Support Teachers, providing daily intervention in all classrooms. They will continue to uphold the model of

consistency by working collaboratively with colleagues in phonics and guided reading.

## Strategic Direction 2

### Teach

#### 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 is expected to recognise that ongoing deep learning and continuous career development ensures the school has a commitment to evidence-based, relevant and future focused professional educators.

This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning. The conceptual understanding that leadership comes from choices within the person in addition to the development of leadership skills will be promoted at all levels of the school community, engaging internal control systems of leadership.

#### Overall summary of progress

Specific targeted professional learning based on PDP information and staff requested requirements was delivered using a cafe style rather than a one size fits all. This PL was then a focus for improving teaching and bringing about ongoing change through teacher observations from both supervisors and mentors. Staff teamed with colleagues to team teach, demonstration lessons and lesson evaluations. QTSS funds supported this. Teams collected and analysed their own data and began developing a whole school focus, looking at trends and areas of need.

#### 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"><li>Evaluations of teacher professional learning will confirm high levels of confidence and implementation by teaching staff.</li><li>100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.</li><li>100% of teaching and executive staff are actively involved in similar-interest cluster groups to inform, lead and improve their practice of teaching.</li></ul>	<p>\$55,716 (Professional Learning)</p> <p>\$156,586 (QTSS – Staffing)</p>	<ul style="list-style-type: none"><li>Individual professional learning experiences were created and delivered reflecting the PDP process and mandatory DoE requirements.</li><li>Professional Learning meetings occurred both internally and externally to the school incurring costs accordingly.</li></ul>

#### Next Steps

- Staff will continue to develop and refine quality literacy sessions that include explicit and systematic teaching of phonics, specific high frequency words and in the upper grades the four spelling resources as part of a balanced drive to improve reading and writing. These sessions will be mostly at the same time across the school and include guided reading and targeted practice activities based on assessment data. Student achievement will be regularly discussed and analysed systematically across the school.



## Strategic Direction 3

Partner

### Purpose

To create a school culture that is professionally supportive, proactive and strengthens community partnerships through the implementation of effective communication frameworks.

The school community works in a diligent and sustainable way to embed a system of values that continues to build a highly developed culture of success.

### Overall summary of progress

Staff have supported relationships created with the school community and have taken steps to ensure they are sustainable and an accepted part of the culture of the school community. The school's partnerships have been successfully implemented and have been adequately resourced and sustained. Partnerships will have their intended impact and have been consistently reviewed and adapted for purpose.

### 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"><li>• Staff are part of a wider community of excellent practice to facilitate the best learning outcomes for students.</li><li>• Attendance meets state target of 90%</li><li>• Increase in number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships</li><li>• 90% of parents recognise the school as warm and welcoming.</li></ul>	<ul style="list-style-type: none"><li>\$400 (Hospitality)</li><li>\$1,000 (Workshops)</li><li>\$2,000 (Communication)</li></ul>	<ul style="list-style-type: none"><li>• In 2018, a new Attendance Policy was released. Whole school attendance rose 1.3% to 95.9% which was 2.5% above the state average.</li><li>• Parent survey data indicated that 94% of respondents recognised the school as warm and welcoming. The school introduced new strategies to engage parents including the introduction of informal coffee mornings.</li></ul>

### Next Steps

- The school will continue to focus on a three step approach to building partnerships with the community. We will 'communicate' effectively using a range of sources so that parents are informed on student learning, community events and opportunities to engage with the school.
- The school will build upon its successful parent workshops to 'Educate' the community through the engagement of external consultants and experts in specific fields. Recent parent surveys were collated for optimal times and days to allow for increased participation.
- 'Celebration' of student success will continue to form an imperative aspect of building partnerships. The school will continue to provide opportunities for parents to celebrate academic results, sporting success, artistic ability and behaviour expectations.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4,661	<p>In 2018, funding allowed for:</p> <ul style="list-style-type: none"> <li>• Aboriginal perspectives in education at Jasper Road Public School to be enhanced with celebrations during NAIDOC Week.</li> <li>• The creation of a new Aboriginal Learning space through the painting of rocks with an indigenous designed serpent weaving through the area.</li> <li>• Students to be supported through the writing of PLP's and SLSO support as appropriate.</li> </ul>
<b>English language proficiency</b>	\$291,516 (staffing) \$40,110 (flexible)	<p>Some of the initiatives and achievements of the EAL/D team were:</p> <ul style="list-style-type: none"> <li>• Provided support through withdrawal groups for students who have recently immigrated to Australia, with very limited English and are funded under the New Arrivals Program (NAP).</li> <li>• Worked alongside classroom teachers to provide intensive support to targeted students who worked on achieving specific outcomes.</li> <li>• Created individualised programs and homework specifically targeting the needs of NAP students.</li> <li>• Accurately phased all EAL/D students across the whole school using the EAL/D Learning Progression. This has helped to identify where the students are located on the progression, address their specific learning requirements and monitor their progress.</li> <li>• Students have gained more confidence and have demonstrated a steady improvement in their oral and writing skills as well as their reading and responding skills.</li> <li>• NAP students have moved from having no or extremely limited prior knowledge of the English language to reading at a minimum PM Benchmarking level 6 within two terms. Four NAP students are reading a PM benchmarking level 11.</li> <li>• Seven targeted students have improved to meet the expected stage outcomes and do not require additional support.</li> </ul>
<b>Low level adjustment for disability</b>	\$93,702 (staffing) \$58,149 (flexible)	<p>In 2018, the learning and support team was coordinated by Vanessa Rogers (DP), and involved Robyn Todd (LaST), Kelly Boulatsakos (LaST), and school counsellors Sana Hechme, Shengying Bi, and Chong Shoa.</p> <p>In 2018 the LST;</p> <ul style="list-style-type: none"> <li>• Held weekly LST meetings where children who had been through the LST process were referred for further consideration.</li> <li>• Supported five students and their families in finding suitable/alternative placement in support unit classes (Through the access request process).</li> <li>• Completed the NCCD process. Assisted teachers in making adjustments and modifications or completing PLPs for the students on the NCCD list.</li> <li>• Held Integration Review Meetings for the</li> </ul>

<p><b>Low level adjustment for disability</b></p>	<p>\$93,702 (staffing)</p> <p>\$58,149 (flexible)</p>	<p>mainstream students receiving support funding.</p> <ul style="list-style-type: none"> <li>• Delivered Multi-Lit to 12 students in Stage 1 and Stage 2 (All students who took part in the program progressed in their reading levels – aligned with the school PDP goal of 'All students in my educational care will improve in their reading level'). As well as ML, a number of other intervention programs were planned by the LaST for students who were referred to the LST.</li> <li>• Trained and led parent and community volunteers in delivering Multi-Lit and other programs, allowing us to target a larger number of students.</li> <li>• Timetabled and organised five SLSOs to support students who had been referred through LST meetings and students receiving integration funding.</li> <li>• Held meetings with the OOHHC teacher and carers. Gained funding to support OOHHC students.</li> <li>• Delivered workshops to staff on behaviour and PLPs. Attended stage meetings to discuss the LST process.</li> <li>• Assisted classroom teachers (including early career teachers) in delivering intervention programs to students not meeting stage outcomes.</li> <li>• Completed checklists, behaviour plans and observations of children.</li> <li>• Attended pre-schools to help with the transition for students with special needs.</li> <li>• Ran a high school transition program for both boys and girls.</li> <li>• Organised and held social skills clubs at lunch time for students who were experiencing difficulty behaving in an appropriate manner in the playground.</li> </ul>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>\$156,586 (staffing)</p>	<p>In 2018, QTSS allocations were utilised by executive staff in the following way:</p> <ul style="list-style-type: none"> <li>• <b>Lesson observation</b> – Staff observed a variety of lessons including literacy groups, mathematics, creative arts and drama. Lesson observations formed the basis of feedback given to teachers, accompanied by discussion of lesson strengths and areas for development.</li> <li>• <b>Mentoring</b> – Executive staff completed mentoring conversations regarding a variety of issues, including difficult students, class and group structures, ideas for learning activities and physical learning environments.</li> <li>• <b>Team Teaching</b> – A significant part of time this year involved team teaching using the gradual release model. Team teaching has focussed on a variety of KLAS.</li> <li>• <b>Demonstration lessons</b> – Demonstration lessons provided throughout the year mainly focussed on English, particularly on the development of debating, persuasive text writing and comprehension strategies.</li> <li>• <b>Demonstration lessons provided by other colleagues</b> – Executive staff often released colleagues, thereby allowing them to go to another classroom to provide a demonstration lesson to another teacher. This</li> </ul>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$156,586 (staffing)	was facilitated at the start of the year when all staff wrote PDPs. Some of the areas of strength / areas needing further development included literacy groups, use of ICT, STEM lessons, debating/ public speaking, drama, and maths.
<b>Socio-economic background</b>	\$16,099	In 2018 funds were used to: <ul style="list-style-type: none"> <li>• Enable SLSO's to attend camp with students with special needs from the Support Unit and mainstream classes</li> <li>• Provide student assistance to students as necessary.</li> </ul>
<b>Support for beginning teachers</b>	\$56,000 (staffing)	In 2018 a formalised Beginning Teacher's Support program was initiated. This program was implemented by David Bath and Kim Yatras. The goal of the program was to promote the development of early career teachers and support them in their professional development with the aim of improving student learning. This has been achieved by:- <ul style="list-style-type: none"> <li>• Implementing a standards based recording pro-forma to document identified goals or areas of need.</li> <li>• Delivering a structured, five week cycle of professional development that included observations, team-teaching, mentoring and upskilling of syllabus documents.</li> <li>• Providing ongoing feedback and support to ensure that learning goals were achieved, recorded and evaluated.</li> <li>• Co-ordinating a flexible timetable for beginning teachers to be released from class.</li> </ul> This program has not only initiated positive working relationships between mentors and beginning teachers but has also resulted in the promotion of a collegial learning community across the school upon which early career teachers feel they can call upon for support.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	396	416	442	437
Girls	358	364	403	424

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95	93.1	96.4
1	95	95.6	94.1	94.6
2	95.4	95	94.9	95.7
3	94.5	95.6	94.9	96.3
4	95.2	96.1	95.6	96.7
5	94.6	95.8	95	96.8
6	94	92.4	94.9	94.4
All Years	94.9	95.2	94.6	95.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
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	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

At Jasper Road Public School, the attendance process is in accordance with the Attendance Policy. The policy was reviewed in 2018 and communicated to all community members, 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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	36.84
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	2.8
School Counsellor	2
School Administration and Support Staff	11.05

\*Full Time Equivalent

In 2018, the school had no staff members who identified as Aboriginal or Torres Strait Islander.

### 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 2018, Jasper Road Public School had five staff accredited as proficient. The school has put systems in place to professional develop staff on the requirements of gaining proficiency accreditation. It is anticipated that the future planning of staff may engage in seeking higher accreditation of Highly Accomplished and Lead accreditation.

This year the school has successfully trialled a number of new professional learning sessions for staff including sharing sessions, small group workshops and learning circles.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	510,530
<b>Revenue</b>	8,526,108
Appropriation	7,834,466
Sale of Goods and Services	21,976
Grants and Contributions	656,357
Gain and Loss	0
Other Revenue	4,175
Investment Income	9,135
<b>Expenses</b>	-8,196,599
Recurrent Expenses	-8,196,599
Employee Related	-7,036,494
Operating Expenses	-1,160,105
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	329,509
<b>Balance Carried Forward</b>	840,039

The schools financial management processes and governance structures meet financial policy requirements. The school has commitments totalling \$202,000 to be spent from 2018 balance carried forward.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,471,386
Base Per Capita	168,719
Base Location	0
Other Base	5,302,668
<b>Equity Total</b>	504,237
Equity Aboriginal	4,661
Equity Socio economic	16,099
Equity Language	331,626
Equity Disability	151,850
<b>Targeted Total</b>	1,090,807
<b>Other Total</b>	447,606
<b>Grand Total</b>	7,514,037

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

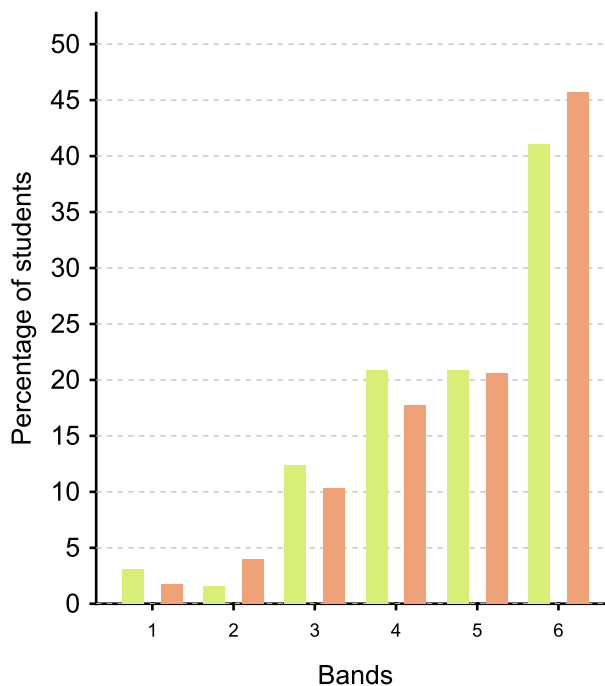
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 7. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

After analysis of NAPLAN results, the school has identified areas of focus for 2019 based on item analysis and trend data. Year 3 and Year 5 school results were above State in all areas of Literacy.

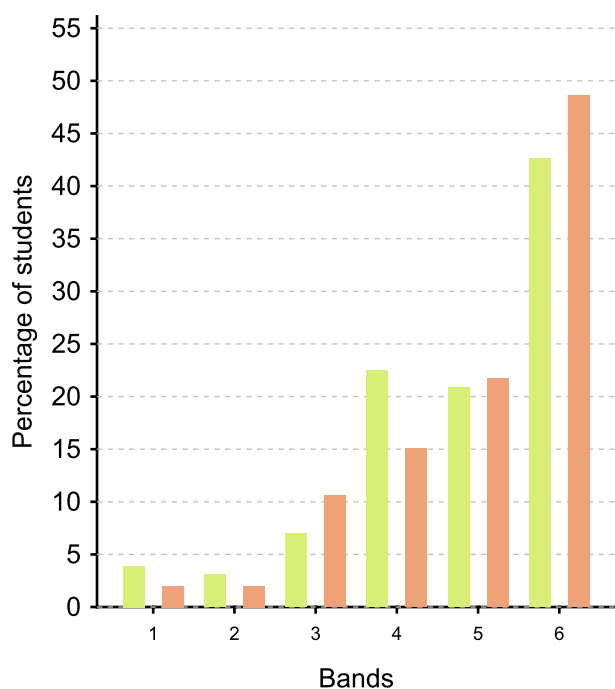
## Percentage in bands: Year 3 Reading



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.1	1.6	12.4	20.9	20.9	41.1
School avg 2016-2018	1.7	4	10.3	17.7	20.6	45.7

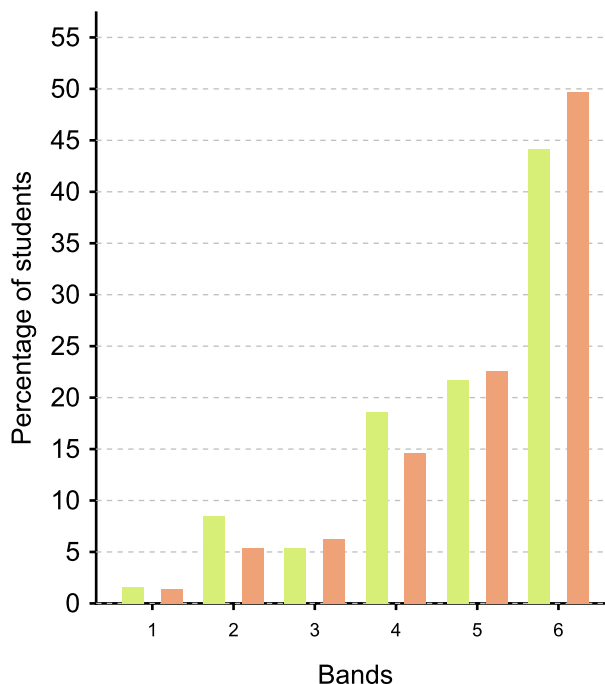
## Percentage in bands: Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.9	3.1	7.0	22.5	20.9	42.6
School avg 2016-2018	2	2	10.6	15.1	21.7	48.6

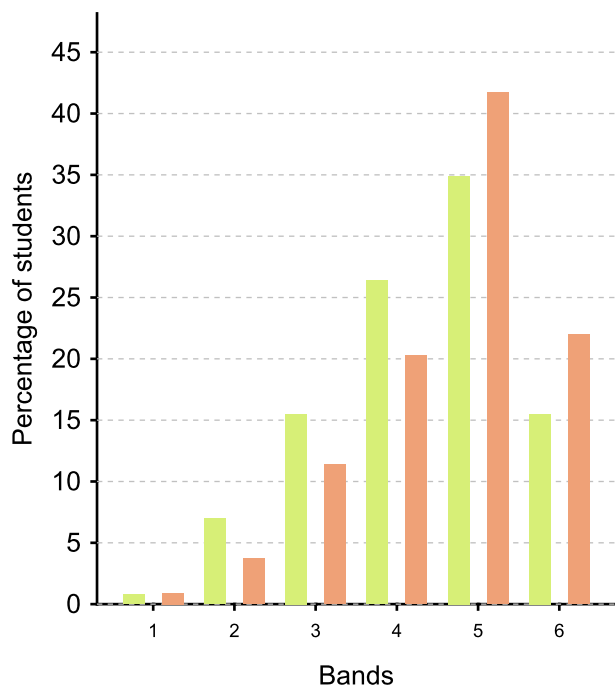
## Percentage in bands: Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.6	8.5	5.4	18.6	21.7	44.2
School avg 2016-2018	1.4	5.4	6.3	14.6	22.6	49.7

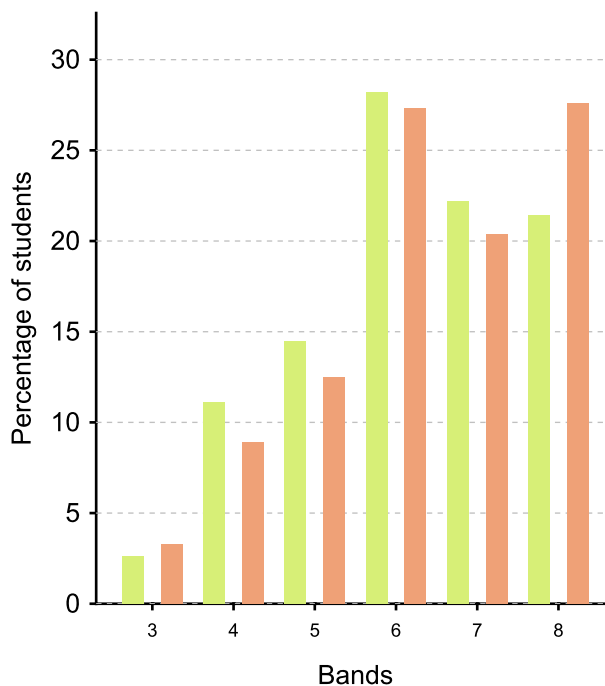
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.8	7.0	15.5	26.4	34.9	15.5
School avg 2016-2018	0.9	3.7	11.4	20.3	41.7	22

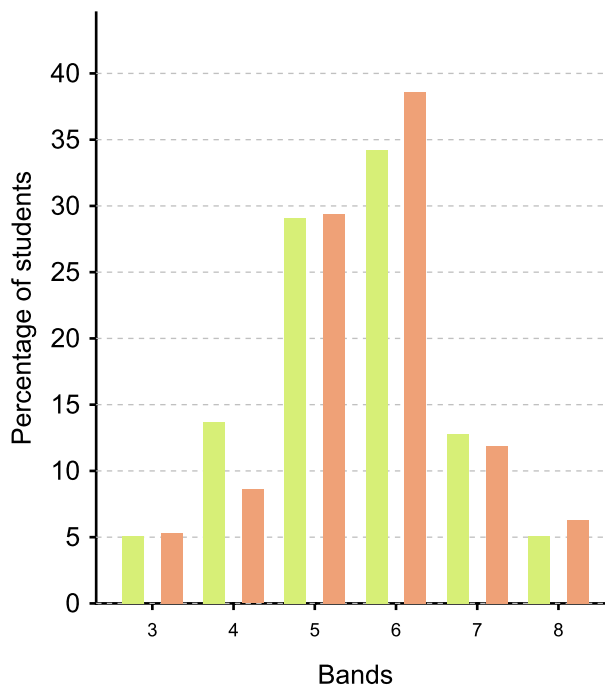
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.6	11.1	14.5	28.2	22.2	21.4
School avg 2016-2018	3.3	8.9	12.5	27.3	20.4	27.6

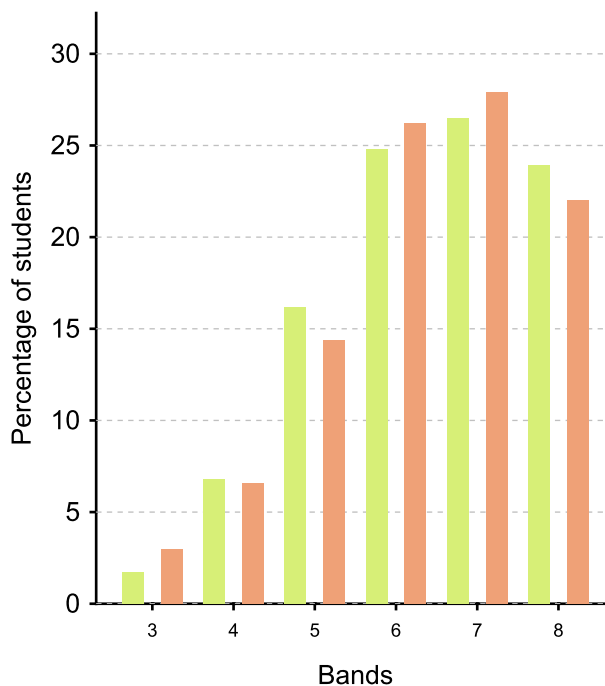
**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.1	13.7	29.1	34.2	12.8	5.1
School avg 2016-2018	5.3	8.6	29.4	38.6	11.9	6.3

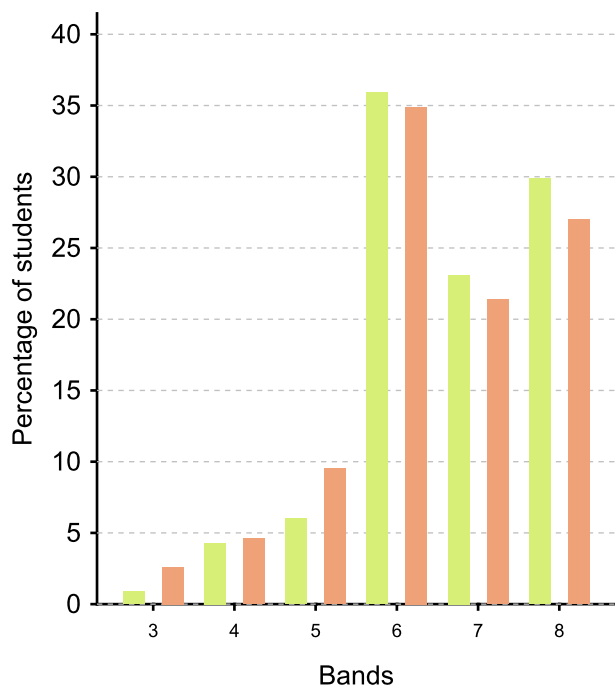
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.7	6.8	16.2	24.8	26.5	23.9
School avg 2016-2018	3	6.6	14.4	26.2	27.9	22

**Percentage in bands:**  
Year 5 Spelling

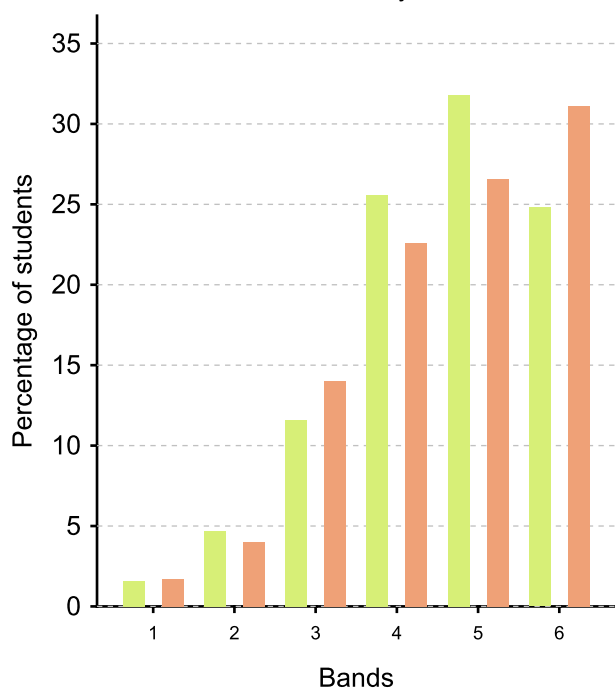


Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.9	4.3	6.0	35.9	23.1	29.9
School avg 2016-2018	2.6	4.6	9.5	34.9	21.4	27

After analysis of NAPLAN results, the school has identified areas of focus for 2019 based on item analysis and trend data. Year 3 and Year 5 school results were above State in all areas of Numeracy.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

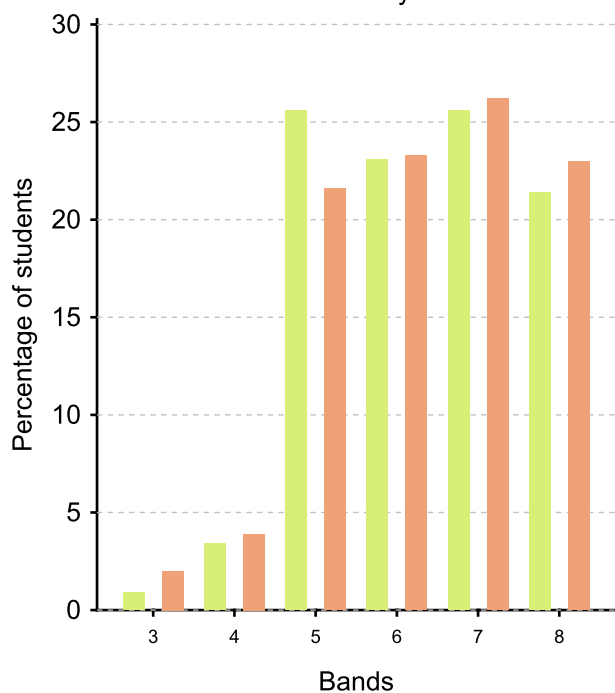
Band	1	2	3	4	5	6
Percentage of students	1.6	4.7	11.6	25.6	31.8	24.8
School avg 2016-2018	1.7	4	14	22.6	26.6	31.1

Band	3	4	5	6	7	8
Percentage of students	0.9	3.4	25.6	23.1	25.6	21.4
School avg 2016-2018	2	3.9	21.6	23.3	26.2	23

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.

Jasper Road Public School are exceeding targets in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

## Parent/caregiver, student, teacher satisfaction

In 2018, the school participated in the parent, teacher and student Tell Them From Me surveys. The school also introduced informal surveys during peak parent attendance sessions to gain feedback on

- Parent workshops
- Quality Learning Environments
- Assessment and Reporting procedures

Results from all surveys were published in the school newsletter and discussed with staff to develop future steps.

## 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.