

Jasper Road Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

Wow! 2019 was an amazing year at Jasper Road Public School. During the year, we celebrated academic success, welfare programs, facility management and cultural achievements.

2019 saw the introduction of three key programs across the school. All students K–6 were involved in explicit phonics instruction daily. Children were taught every morning to read letters or groups of letters by saying the sounds they represent. In the older grades, students built on their understanding of phonics through morphemic and etymologic content. The school has already seen significant progress with student learning and we will continue to build upon this vital practices in 2020.

NAPLAN results this year were also extremely pleasing with the school achieving well above the state average and above similar schools in all areas. This is the first time that the school has been able to report this over the past 6 years. At Jasper Road PS, our vision is to instil values in our students so they become resilient, confident and future-focussed, equipped with the knowledge and skills to become empowered life-long learners. As we continue our educational journey built on high expectations; the future is certainly looking bright.

In 2019 we also built upon wellbeing practices to ensure that every student is known, valued and cared for. Our chaplain Leanne Bishop has worked tirelessly with students providing opportunities to build social skills, provide support in difficult situations and form links with the community. I thank her for all her work this year and look forward to building on our programs in 2020.

With a modern approach to learning, the changes made to the school, inside and outside over the last year continue to be significant. Facilities upgrades started in February with the Super Saturday Hogs for the Homeless event. Not only did this event provide an incredible play space for our students but it was a fantastic representation of how we continue to 'Communicate', 'Educate' and 'Celebrate' as a school community. Our barren dirt patch was turned into a welcoming, safe and engaging environment for students. I can proudly say that 9 months on, the area is looking as good as it did the day it was laid and that I am the only Principal in the state with a state grass laying record.

Ongoing lobbying of the department also led to an overhaul of classrooms. Throughout 2019, twenty-seven classrooms were refitted with fresh paint, updated display boards and new carpet. A further nine rooms also had new interactive touch panels installed. This created welcoming learning spaces that aptly fit with our school culture.

Not only did our students have the chance to shine inside the classroom but they were provided opportunities outside the walls. From our amazing award winning bands and our colourful Book Week to our artistic Education Week and energetic dance groups and choirs, students have had the chance to shine in their area of expertise. This year our Performing Band were celebrated as State Band Champions while our chess and kids lit quiz teams made the state finals. At Jasper Road, we run a wide range of programs for our students and it is only through the work of our wonderful staff that these opportunities can be offered.

Every day students are dropped off at school with the expectation they will learn, develop social skills and be safe doing so. Parents, I can assure you that you are fortunate to have an incredible group of teachers that go above and beyond.

I would like to thank our teaching and support staff for their professionalism and dedication to their roles in the school. It is this dedication that provides for the opportunities and academic successes of our students. I thank the teachers who bring their enthusiasm and knowledge to the classroom everyday, promoting excellence and supporting our students to improve results. They all share a combined passion for teaching and I thank them for an amazing 2019.

I'd also like to take this opportunity to thank all the parents and community members who have supported our school throughout the year, as volunteers, teacher's aides and of course those in the P and C who have worked tirelessly for our children and supported us in so many other ways. We are indeed fortunate to have such a dedicated bunch of parents working in the best interest of our school.

In 2019, we continued to hold different ways to engage our families from informal coffee mornings to parent workshops. 2019 also saw the introduction of Muffins 4 Mums and Donuts 4 Dads events. These events were overwhelming positive and again displayed the fantastic Jasper Road community spirit. Thanks to all the parents and carers who attended these events. Your presence was appreciated by both students and staff and made a big difference in ensuring close ties between the school and our families. I believe that together we have a school community that caters to the needs and interests of our students. A school community that believes in itself and all of the wonderful things our students can achieve.

Craig Warner (Principal)

Message from the school community

I would just like to start by saying a massive thank you to my fellow executive committee members. The time commitments and efforts that this outgoing committee have donated to the P&C is just wonderful. This past year would not have run at all smoothly if not for their dedication, and for that I thank you most sincerely.

Another massive thank you to our 2 sub committees; FUNd and Band. I know first hand how much time and effort these very generous committees have dedicated to our community to enable all the fundraising and band events to happen so smoothly. Raffles, stalls, discos, BBQs and camps just wouldn't happen without these wonderful volunteers.

In 2019 we successfully raised over \$35,000. This was thanks to our Discos, Easter Raffle, Mothers and Fathers' Day Stalls, Election BBQ, Athletics Carnival, 5c Challenge and a Trivia Night.

This money was contributed towards or earmarked for; reading and writing resources, playground improvements, new hall blinds, robotics equipment and ANZAC garden improvements. Every student within our school community benefited from the contributions of the P&C and sub committees.

We were involved in 4 Merit selection panels for the school for classroom teachers and a Chaplin for 2019/2020. Thank you very much to our members who volunteered their time and talents to be involved in this time consuming but rewarding experience.

We are delighted to have applied for and been awarded a Stronger Communities grant for \$20,000. This money was used for the upgrade of Promethean whiteboards.

To our fabulous school executive lead by Craig, Debby and Vanessa. You were outstanding last year, and I thank you for your support.

To all our wonderful staff, thank you for your dedication to our children and community. You really are the best.

I would personally like to thank Deck for his ear, his capability and willingness to step in for me whenever needed; Nicole for her efficiency as Treasurer over the past 12 months and last 2 years, we will miss you; Akanksha for stepping up and doing a fabulous job: and of course Evelyn who keeps us all on track. You are all awesome with truly unique talents and I thank you for your friendship and your support. I have loved working with you.

Thank you for allowing me the privilege of leading the parent body for the past year. I have been honoured to represent you.

Karen Titterton (P&C President)

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- 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.
- Greater than 80% of Year 2 students exit at instructional Reading Level 25 or above.
- 5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands in NAPLAN (Premiers Priority)
- Tell Them From Me data reflects increased student engagement on previous years.

Progress towards achieving improvement measures

Process 1: School to provide high quality hands-on literacy and numeracy lessons linked to school scope and sequence documents and NSW syllabus for the Australian Curriculum.

Evaluation	Funds Expended (Resources)
Throughout Semester 2, the school focused on evaluating the literacy and numeracy programs and teaching that took place in our classrooms, ensuring that we continued to implement and improve teaching practice. Evaluations in writing and numeracy led to the implementation of new initiatives in 2020. Continued development and consultancy support of current initiatives was deemed essential and important when teaching students. The evaluations of literacy and numeracy programs highlighted that our teachers get the best results when engaging in explicit teaching and learning, coupled with clear Learning Intentions and Success Criteria (LISC). Staff were also engaged in identifying and developing quality learning environments that promote student learning.	\$61,321 (Literacy/Numeracy)

Process 2: LST identifies and refers in a timely manner 'at risk' students to appropriate school support programs.

Leadership skills are explicitly taught to all students in leadership positions.

Evaluation	Funds Expended (Resources)
Students in 2019 were offered increased levels of learning support through the new Intervention Team model. The team rigorously upheld 5 weekly reviews of school wide data to drive their timetable and to ensure a proactive approach to supporting students and teachers. Interventions were provided in the classroom with a significant reduction in 'withdrawal' support.	\$137,787 (Integration Staffing)
All members of the Intervention Team also understood their role in supporting the Learning and Support Team. They worked collaboratively with teachers and parents within the community to develop learning plans for all students, including those in OOH and with a disability. Review meetings were held to communicate student learning goals and develop a common understanding of future goals and needs to support access to learning for the student.	

Progress towards achieving improvement measures

Process 3: Transition processes in place for students moving into High School.

Evaluation	Funds Expended (Resources)
<p>Student leadership, transition and voice were all regarded as essential elements in 2019. P–K, 6–7 and internal school transition practices continued to be built upon ensuring student success.</p> <p>The SRC Team met regularly in 2019 to share their class and stage perspectives on the school and the ways in which they could support the school in improving the culture and the environment. Each SRC member had a voice which was considered by the school executive as a representation of their class cohort and is valued. Contributions by SRC are heard regularly by Mr Warner (Principal).</p>	\$3,000

Process 4: Establish processes to plan, manage and renew assets and infrastructure to meet student learning needs.

Evaluation	Funds Expended (Resources)
<p>An annual stocktake of all resources was conducted, with a focus on ensuring the technology provided was accounted for and well-maintained. Items that were no longer working were condemned through the appropriate process. Literacy and Numeracy resources were collected and collated with purchases made to support the ongoing phonics, writing and guided reading practices within the classrooms. Stage based numeracy kits, supplied to each teacher were also included in the stocktake process and were updated to support the school's new focus on numeracy practices in 2020.</p>	NIL

Process 5: School to provide a framework for inquiry and tailor professional learning opportunities around aligning learning experiences and success criteria.

Evaluation	Funds Expended (Resources)
<p>In 2019 the school established effective strategies and a framework to ensure Inquiry Based Learning (IBL) opportunities were an integral element of teaching and learning. Through an evaluation led by the Science / Geography / History Committee, IBL coupled with the new scope and sequence was highly beneficial in guiding teachers to ensure they met each of the syllabus requirements. The schools involvement in the Big School Network Makers Empire Project highlighted the importance of digital technologies, in particular STEM for all students. The school will continue to pursue STEM related learning opportunities for teachers and students.</p>	\$5,000 (Professional Learning)

Process 6: Extra curricula programs have explicit enrolment processes and are clearly timetabled allowing for optimal participation and whole school investment.

Evaluation	Funds Expended (Resources)
<p>In 2019, PSSA and extra-curricula groups competed successfully in inter-school competitions. The school band consisting of 147 students went from strength to strength obtaining first place at the State Band Championships. To ensure continued opportunities, the Band Committee, conductors and tutors held a Come and Try night in late 2019. This event was well attended by the current Year 2 students with 48 children accepting positions in 2020 ensuring the Band Program continues to flourish.</p>	<p>\$4,000 (PSSA)</p> <p>\$5,000 (Performing Arts)</p>

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.

Improvement Measures

- Evaluations of teacher professional learning will confirm high levels of confidence and implementation by teaching staff.
- 100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.
- 100% of teaching and executive staff are actively involved in similar-interest cluster groups to inform, lead and improve their practice of teaching.

Progress towards achieving improvement measures

Process 1: Developing a deep, shared understanding of quality teaching across the school, including a framework for lesson observations.

All teachers implement daily literacy and numeracy blocks.

Evaluation	Funds Expended (Resources)
Demonstration lessons, as well as reflective practice and group discussions were lead by the literacy consultant twice a term to support teachers in refining their teaching in this area. As a result of this professional learning, teachers deepened their understanding of Synthetic Phonics and the importance of systematic, explicit teaching to have maximum impact on students learning. Regular 5 week data tracking and meetings across stages led to clear learning intentions and success criteria for students and explicit feedback from teachers. This data was also utilised by the school Intervention Team who supported teachers in teaching and learning programs for identified students.	\$147,809 (QTSS)

Process 2: Refine and implement the school's Performance and Development Framework to reflect the Institute of Teachers, Professional Standards expectations for all staff.

Provide explicit and systematic professional learning that meets school and individual needs.

Evaluation	Funds Expended (Resources)
Staff completed a goal setting workshop to begin the year. As a result, all staff were confident using SMART goals to develop their PDPs. From this, the school was able to help support and target their areas of need through QTSS with Assistant Principals and Teacher Professional Learning, both with outside agencies and internally. Through ongoing evaluations with staff, learning directions for 2020 have been developed.	\$55,583 (Professional Learning)

Progress towards achieving improvement measures

Process 3: Develop a network to support beginning teachers in improving their professional practice applied to deep knowledge, higher-order thinking, meta-language and communication.

Evaluation	Funds Expended (Resources)
The induction of new staff continues to be developed and improved, based on Department of Education policies, school policies and feedback from staff who have been through the process. Beginning teachers were engaged in a 5 week planning and professional learning cycle supported by a mentor. Termly celebrations were held to collaborate programs and highlight their achievements and growth as teachers.	\$82,000 (Beginning Teachers)

Process 4: Data monitored in teams with the supervisor and/or leadership team to refine learning programs for groups and individual students.

Evaluation	Funds Expended (Resources)
Data conversations were held every 5 weeks with an extended executive team to monitor and discuss data trends. Time was spent both with the Executive and Staff, looking at the evaluation of Literacy and Numeracy practices in the school to help guide future targets in 2020. This was also completed at an Executive Planning Day and at Staff Meetings in Wk 7 & 8, Term 4.	\$16,000 (QTSS)

Process 5: Provide professional learning opportunities around technology and its effective use in quality teaching programs.

Evaluation	Funds Expended (Resources)
Through a range of Professional Learning opportunities for teachers, access to current technologies through STEM kits from T4L were made available throughout the year for classes to borrow, impacting student engagement in this area. Staff were also afforded the opportunity to attend workshops, view T4L updates and build upon their knowledge of current technologies.	\$2,000 (Professional Learning)

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.

Improvement Measures

- Staff are part of a wider community of excellent practice to facilitate the best learning outcomes for students.
- Attendance meets state target of 90%
- Increase in number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships
- 90% of parents recognise the school as warm and welcoming.

Progress towards achieving improvement measures

Process 1: Development of effective partnerships with parents and community members, meeting the needs of all through clear communication.

Create two-way communication process that support active and frequent collaboration between the school and home.

Evaluation	Funds Expended (Resources)
The school continues to build strong community partnerships through a Communicate, Educate, Celebrate philosophy. Communication processes were built upon with extensive use of SMS and email systems. In Term 4, parents were afforded the opportunity to complete the TTFM survey with trend data indicating an upward trend across most areas.	\$7,000 (Communication Systems)

Process 2: School to focus on educating parents and community members of current curriculum focus areas.

Workshop timetable for parents established across school to promote quality teaching and learning programs that are occurring.

Evaluation	Funds Expended (Resources)
Throughout 2019, the school held 4 parent workshops to upskill parents on focus areas including cyber safety, reading and phonics. Attendance continued to rise across sessions each term with times and days varied to allow different parents opportunities to attend. All topics were chosen from a parent survey in Term 1.	\$1,000 (Catering)

Process 3: Establish processes for parents to celebrate student success.

Evaluation	Funds Expended (Resources)
The celebration of student success continued to be an important element in "opening the gates" to the school community. Parents were afforded the opportunity to attend Easter Hat Parade, Book Week, Education Day, Assemblies and Variety Night amongst other events.	\$2,000 (Community)
Model Farms HS continues to be a fantastic facility with appropriate space to hold large whole school events including Presentation Day.	

Progress towards achieving improvement measures

Process 4: Revision and implementation of an assessment and reporting system that reflects student learning and provides feedback to parents.

Evaluation	Funds Expended (Resources)
Semester 1 and End of Year reports were distributed to parents/carers. The use of parent friendly terminology and acronyms was closely checked by supervisors after feedback was received by parents in 2018 indicating that improvement could be made in this area. Support Unit reports were adapted to better reflect student academic results.	NIL

Process 5: Positive behaviour is explicitly taught in all classrooms P–6.

Implementation of new Attendance Policy ensuring regular monitoring.

Establishment and implementation of an improved and consistent welfare monitoring process following up on referrals and data tracking.

Evaluation	Funds Expended (Resources)
A new welfare policy was implemented in 2019 with all parents provided with a brochure at the start of year ensuring consistency and transparency. The welfare policy was evaluated at executive level in late 2019. Chaplaincy support was extended in 2019 allowing for a greater number of students to be supported. Social Emotional Learning, Anxiety and Social Skills were all focus areas for support.	\$14,000 (Chaplain)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,207 (Aboriginal Education Equity)	<p>All Aboriginal students had a PLP completed in consultation with the family and student. This was regularly evaluated against student results.</p> <p>In Term 3, the school celebrated NAIDOC week with an indigenous cultural program run with all students. Aboriginal perspectives continued to be embedded in all learning areas. An excursion for all students was subsidised in Equity funds.</p>
English language proficiency	\$384,178 (Staffing) \$50,554 (Flexible)	<p>Some of the initiatives and achievements of the EAL/D team were:</p> <ul style="list-style-type: none"> • 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). • Established productive working relationships with class teachers through the provision of in-class intensive support to targeted students who worked on achieving specific outcomes. • Developed individualised programs, as well as small group structures including intensive phonics support and language and vocabulary development. The team also provided differentiated homework support to targeted students. • Supported class teachers to accurately phase 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. Through this the team has raised awareness of the class teacher's role in supporting all EAL/D learners within their classrooms. • Through intensive NAP support 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. • NAP students have moved from having no or extremely limited prior knowledge of the English language to reading at a minimum PM Benchmarking level 8 within two terms. Five NAP students were reading a PM benchmarking level 18 and above by the end of 2019. • Developed positive community connections with families of EAL/D and NAP students. Teachers supported parents to understand the NSW DoE schooling structures and process. EAL/D teachers aligned NAP parents to fellow community members, ensuring supportive relationships were established and community involvement encouraged. • Delivered professional learning to visiting teachers from Korea on best practice in English language instruction when supporting the EAL/D learner.

<p>Low level adjustment for disability</p>	<p>\$96,044 (Staffing)</p> <p>\$58,149 (Flexible)</p>	<p>In 2019, the learning and support team was coordinated by Vanessa Rogers (DP), and involved six Intervention Teachers and school counsellors Sana Hechme and Shengying Bi.</p> <p>In 2019 the LST;</p> <ul style="list-style-type: none"> • Established a new model of learning and support through the 'Intervention Team'. The team focused on the provision of in-class support and building the capacity of the teacher to provide consistent modifications and adjustments to all students in their care. • Commenced High Potential groups in all stages for students who were excelling and needed learning opportunities to further develop their critical and creative thinking capabilities. • Held weekly LST meetings where children who had been through the LST process were referred for further consideration. • Supported two students and their families in finding suitable/alternative placement in support unit classes (Through the access request process). • Completed the NCCD process in a collaborative manner with all class teachers providing learning plans and evidence to support a student's inclusion in NCCD. The LST/Intervention Team assisted teachers in making adjustments and modifications or completing ILPs for students on the NCCD list. • Held Integration Review Meetings for the mainstream students receiving support funding. • Proactively delivered intervention support to 172 students across the school focusing on all curriculum areas. Some of the interventions provided were Intensive Phonics groupings, a Year 1 Literacy program for targeted students and Language and Vocabulary Development groups. • Timetabled and organised for two SLSOs to support students who had been referred through LST meetings and students receiving integration funding. • Held meetings with the OOHC teacher and carers. Gained funding to support OOHC students. • Delivered professional learning to staff on the role of the Intervention Teacher and their place within the learning and support team. • Attended stage meetings to discuss the LST process and how the Intervention Team assist students through a data-driven process. • Worked collaboratively with teachers (including early career teachers) in delivering intervention programs to students not meeting stage outcomes. • Completed checklists, behaviour plans and observations of children. • Attended preschools to help with the transition for students with special needs. • Ran a high school transition program for both boys and girls. • Supported several students with a Social and Emotional Wellbeing program, run by the
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Low level adjustment for disability	\$96,044 (Staffing) \$58,149 (Flexible)	counselling team and the chaplain.. <ul style="list-style-type: none"> Organised and held social skills clubs at lunch time for students who were experiencing difficulty behaving in an appropriate manner in the playground.
Quality Teaching, Successful Students (QTSS)	\$163,809 (Staffing)	In 2019, QTSS allocations were utilised by executive staff in the following way: <ul style="list-style-type: none"> Mentoring – 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. Team Teaching – A significant part of time this year involved team teaching using the gradual release model. Team teaching has focussed on a variety of KLAs. Demonstration lessons – Demonstration lessons provided throughout the year mainly focussed on English, particularly on the development of debating, persuasive text writing and comprehension strategies. Demonstration lessons provided by other colleagues – Executive staff often released colleagues, thereby allowing them to go to another classroom to provide a demonstration lesson to another teacher. This 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.
Socio-economic background	\$17,203	In 2019 funds were used to: <ul style="list-style-type: none"> Enable SLSO's to attend camp with students with special needs from the Support Unit and mainstream classes Provide student assistance to students as necessary.
Support for beginning teachers	\$82,000 (Staffing)	In 2019 a formalised Beginning Teacher's Support program continued. 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"> Implementing a standards based recording proforma to document identified goals or areas of need. Delivering a structured, five week cycle of professional development that included observations, team-teaching, mentoring and upskilling of syllabus documents. Providing ongoing feedback and support to ensure that learning goals were achieved, recorded and evaluated. Coordinating a flexible timetable for beginning teachers to be released from class. 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.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	416	442	437	453
Girls	364	403	424	438

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	93.1	96.4	94.5
1	95.6	94.1	94.6	95.2
2	95	94.9	95.7	94
3	95.6	94.9	96.3	95.3
4	96.1	95.6	96.7	94.8
5	95.8	95	96.8	95.1
6	92.4	94.9	94.4	94.1
All Years	95.2	94.6	95.9	94.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	36.87
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	3.6
School Counsellor	2
School Administration and Support Staff	11.05

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	840,039
Revenue	8,823,619
Appropriation	8,183,629
Sale of Goods and Services	17,443
Grants and contributions	605,535
Investment income	8,312
Other revenue	8,700
Expenses	-8,374,186
Employee related	-7,435,562
Operating expenses	-938,624
Surplus / deficit for the year	449,433

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,047,821
Equity Total	616,514
Equity - Aboriginal	6,207
Equity - Socio-economic	17,203
Equity - Language	434,731
Equity - Disability	158,373
Base Total	5,544,654
Base - Per Capita	208,884
Base - Location	0
Base - Other	5,335,770
Other Total	687,862
Grand Total	7,896,851

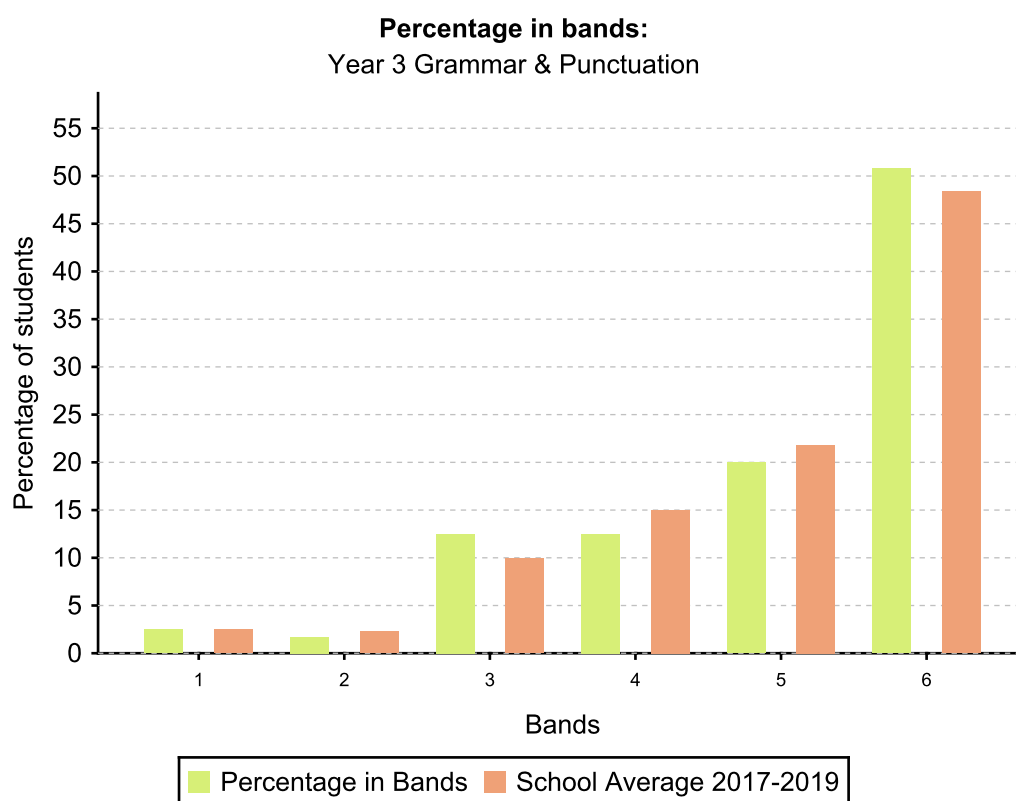
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

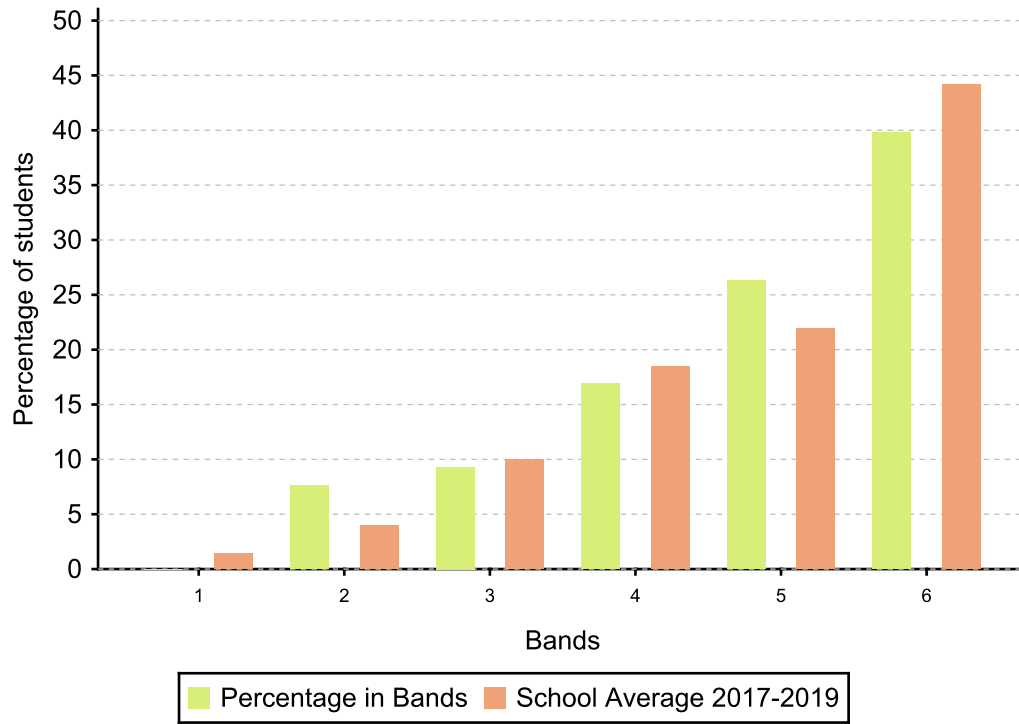
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	2.5	1.7	12.5	12.5	20.0	50.8
School avg -2019	2.5	2.3	9.9	15	21.8	48.4

Percentage in bands:

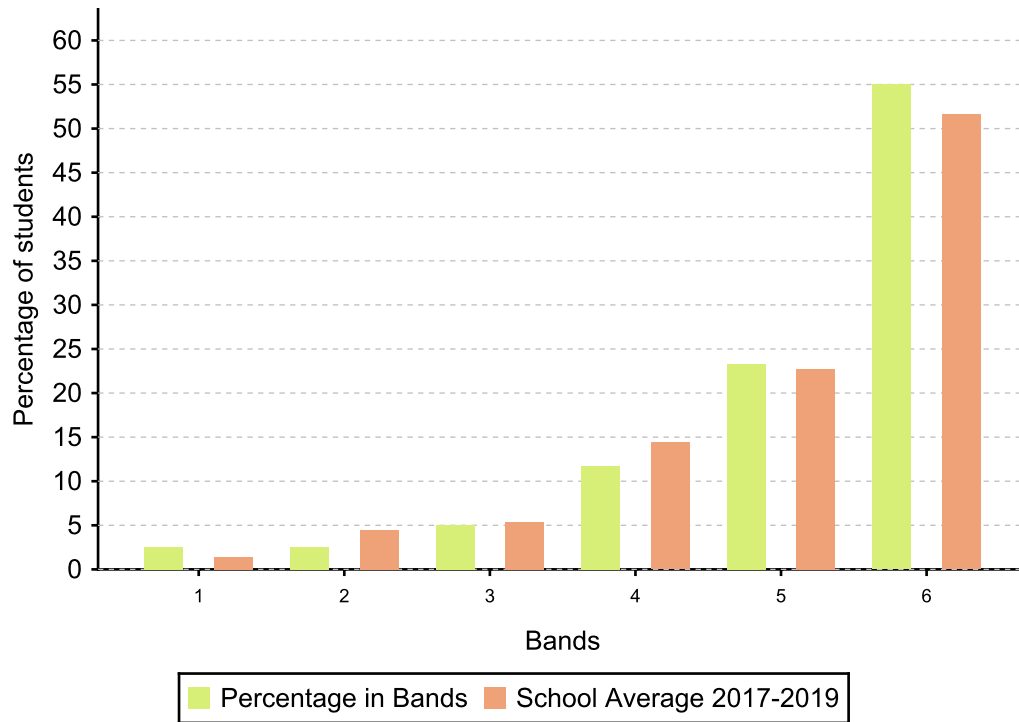
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	7.6	9.3	16.9	26.3	39.8
School avg -2019	1.4	4	10	18.5	21.9	44.2

Percentage in bands:

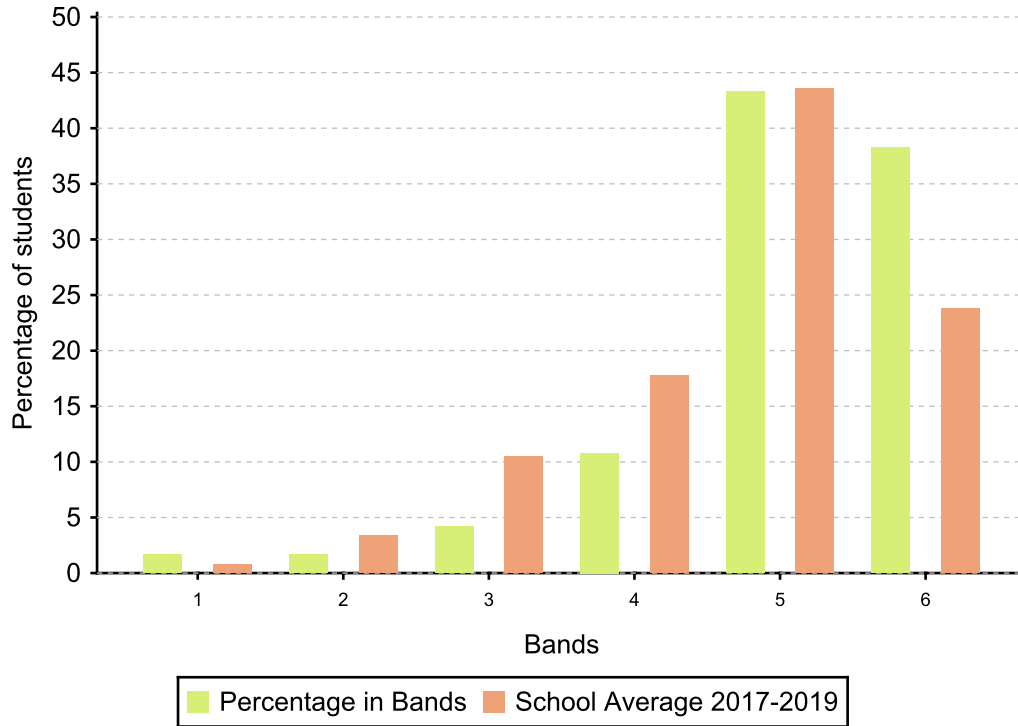
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	2.5	2.5	5.0	11.7	23.3	55.0
School avg -2019	1.4	4.5	5.4	14.4	22.7	51.6

Percentage in bands:

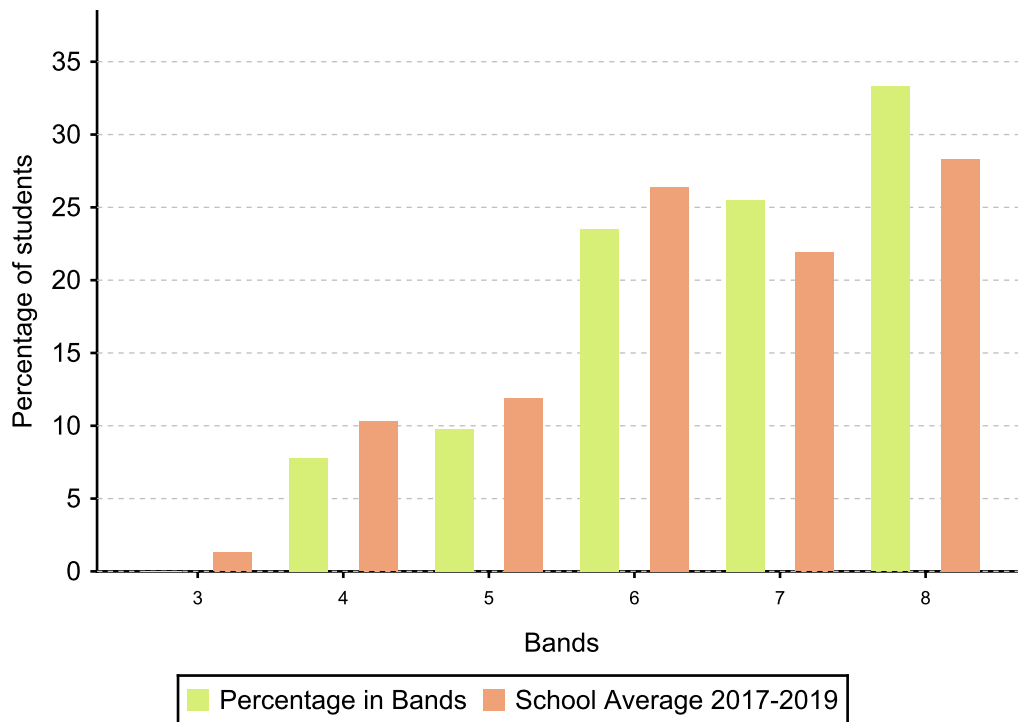
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.7	1.7	4.2	10.8	43.3	38.3
School avg -2019	0.8	3.4	10.5	17.8	43.6	23.8

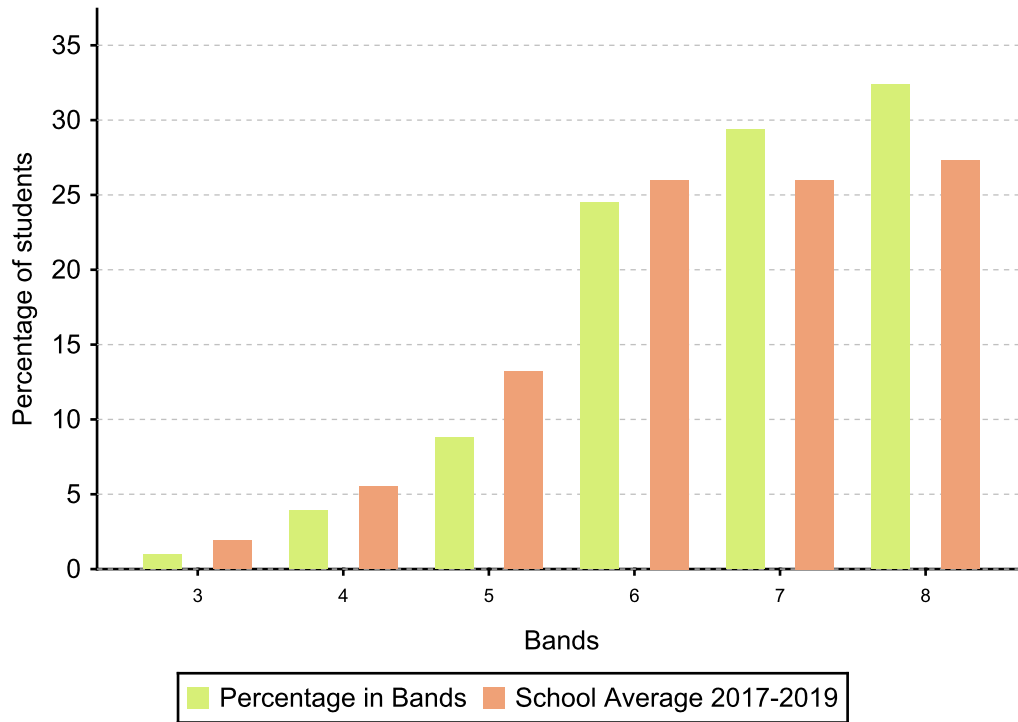
Percentage in bands:

Year 5 Grammar & Punctuation



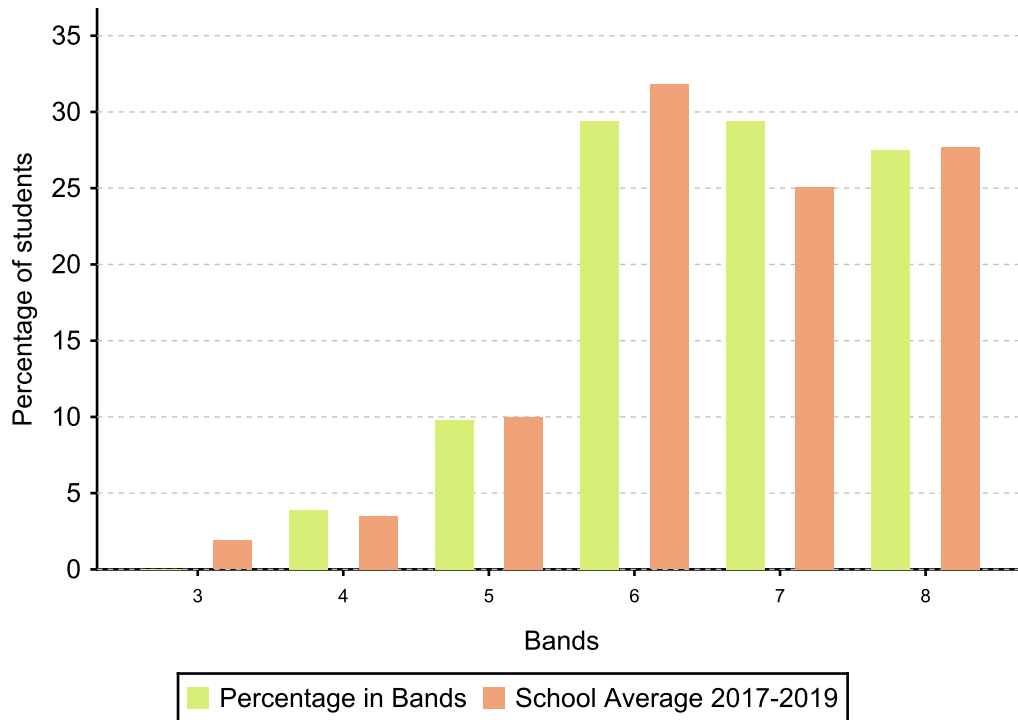
Band	3	4	5	6	7	8
Percentage of students	0.0	7.8	9.8	23.5	25.5	33.3
School avg -2019	1.3	10.3	11.9	26.4	21.9	28.3

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	1.0	3.9	8.8	24.5	29.4	32.4
School avg -2019	1.9	5.5	13.2	26	26	27.3

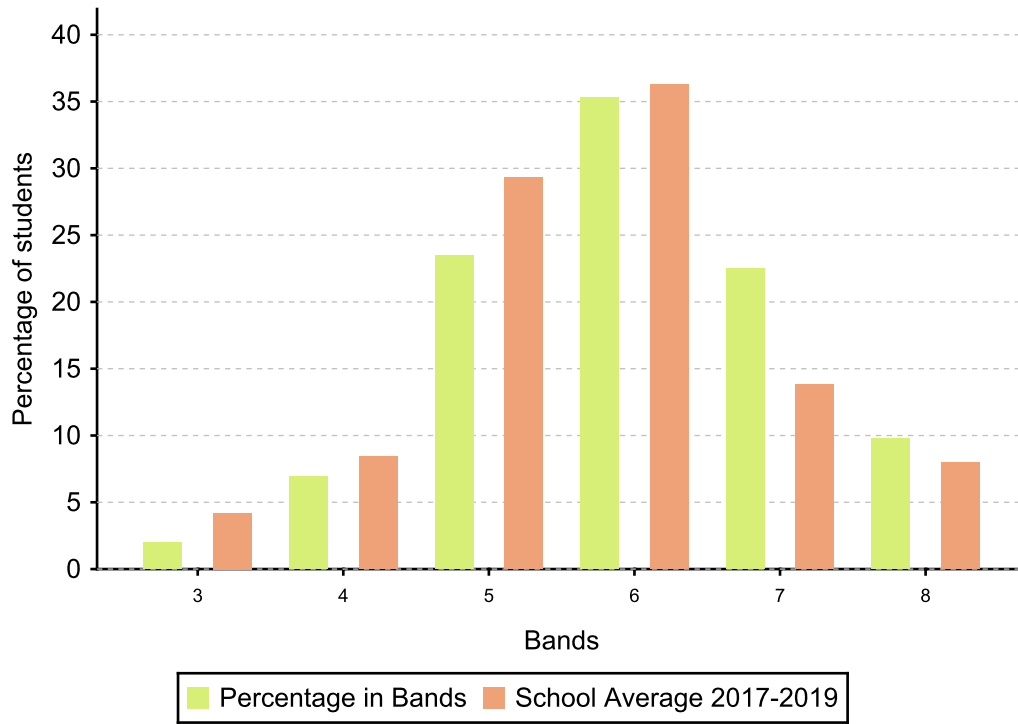
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.0	3.9	9.8	29.4	29.4	27.5
School avg -2019	1.9	3.5	10	31.8	25.1	27.7

Percentage in bands:

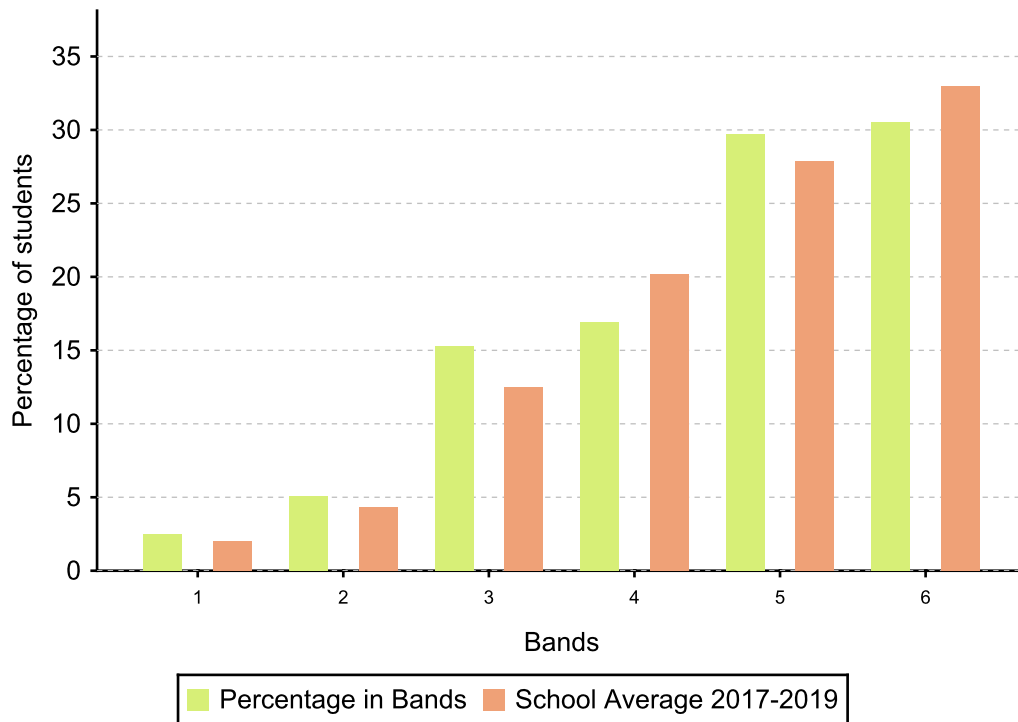
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	2.0	6.9	23.5	35.3	22.5	9.8
School avg -2019	4.2	8.4	29.3	36.3	13.8	8

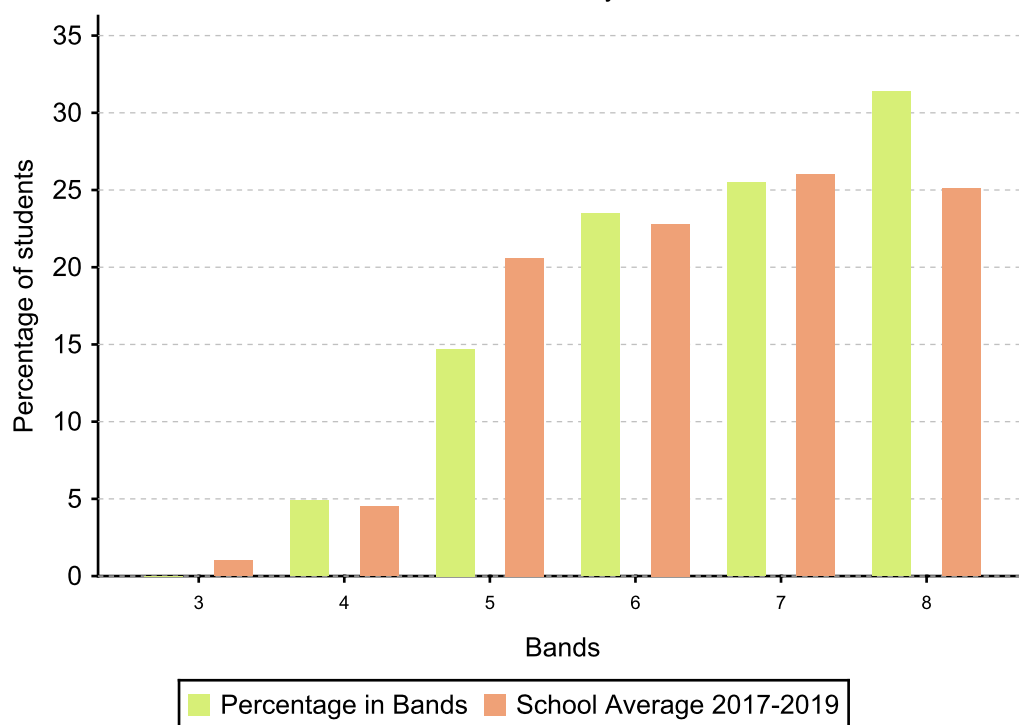
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.5	5.1	15.3	16.9	29.7	30.5
School avg -2019	2	4.3	12.5	20.2	27.9	33

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	4.9	14.7	23.5	25.5	31.4
School avg -2019	1	4.5	20.6	22.8	26	25.1

Parent/caregiver, student, teacher satisfaction

In 2019, the school participated in the parent 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 and assessment and reporting procedures.

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.