

# 2020 Annual Report

## Wee Jasper Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Wee Jasper Public School

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## School vision

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 somewhat 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 through 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 camaraderie. 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

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

All students have achieved their expected growth for Literacy.

All students have achieved their expected growth for Numeracy.

Implementation of evidence-based practices demonstrated through differentiated learning programs.

All students engage in an increased quality and quantity of diverse enrichment and extension opportunities.

### Progress towards achieving improvement measures

**Process 1:** Implement a whole school integrated approach to evidence-based personalised learning which connects students, teachers and parents to accurate data and effective feedback.

Evaluation	Funds Expended (Resources)
Teachers, students, and parents are informed of student performance and growth in English and Mathematics. All stakeholders are active participants in goal setting and future direction planning. Internal student data is evidence that students achieved expected growth in Reading and Mathematics. Students, staff, and the community recognise that student well-being and engagement are important conditions for learning. Well-being and learning was prioritised and supported throughout 2020, including Covid related impacts.	

**Process 2:** Teachers collaboratively maintain a 'community of practice' within and beyond the school, to drive school improvement through "Curiosity and Powerful Learning" by igniting curiosity, creativity and achieving aspirational learning outcomes.

Evaluation	Funds Expended (Resources)
Students engaged in a diverse range of quality enrichment and extension activities. Teachers collaboratively maintained a community of practice within and beyond the school through their connection with experts in the fields of writing and film. Virtual opportunities drove school improvement through extensive professional learning. Students and teachers connected with experts to generate creative and inspirational which improved student's English outcomes. All students created a range of published written texts and a variety of films. Through a community of practice, students collaboratively filmed their own composed film script incorporating film making techniques of directing, filming, effective use of film technology, acting, and editing. Self and peer reflections were incorporated to further address how students recognise, reflect on, and assess their strengths as learners. Film making provided students with opportunities to think imaginatively, creatively, interpretively, and critically about information and ideas and identify connections between texts when responding to and composing texts.	

## Progress towards achieving improvement measures

**Process 3:** Staff strengthen student capacity to connect to learning, each other, the environment, community and society. Authentic partnerships between students, staff, schools and the local AECG to improve pedagogy and curriculum outcomes including Aboriginal and Torres Strait perspectives through traditional and contemporary literature, The Arts and Environmental Education.

Evaluation	Funds Expended (Resources)
Students, staff, and community recognise that student connection to learning, each other, the environment, community and society are important to maximise individual and collective well-being capacity. The school community acknowledge that students learn best by fostering a strong sense of identity, belonging and connection to the local community.	

## 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.

### Improvement Measures

Teachers engage with and maintain high quality teaching through professional development, action research projects, engagement with Teaching Standards and PDP action plans.

All teachers have embedded evidence-based pedagogy in teaching and learning programs.

All teachers engage actively in collaborative and reflective practices to improve teacher capacity.

### Progress towards achieving improvement measures

**Process 1:** Teachers engage in a two year action research model focused on developing school improvement processes to create curious and powerful learners. '*Curiosity and Powerful Learning*' ACEL -Professor David Hopkins & Trish Franey

Provide professional learning and collaborative practice to build capacity of staff in the use of systematic and reliable information sources, including '*Quality Teaching Rounds*' to inform teaching practice.

Accreditation processes and Professional Development Plans will be responsive to student needs and aligned to relevant professional learning opportunities to support the implementation of the school plan.

Evaluation	Funds Expended (Resources)
Teachers engaged with and maintained high quality teaching through professional learning, action research projects, engagement with the Teaching Standards and Professional Development Plans (PDPs). Staff re-evaluated goals in response to the COVID situation and developed goals which aligned better to supporting their professional learning around technology use for student and teachers. Staff PDPs reflect responsive professional goals which aligned with school and departmental priorities.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	Part-time numeracy teacher  <b>Funding Sources:</b> • Low level adjustment for disability (\$3 348.19)	Targeted small cohort groupings in Mathematics and English met individual student learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$1 313.00)	Teachers released to collaborate with the Instructional Leader to analyse PLAN 2 data. This informed teacher practice and supported professional learning in using data.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$283.00)	The lease of a school bus created student access to a range of opportunities for students attending a rural and remote school. Staff providing a morning pick up and afternoon drop off compliments the school's high student attendance data.



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	5	6	3	5
Girls	1	0	0	0

### Student attendance profile

School				
Year	2017	2018	2019	2020
K			50	
1			50	
2	97.7			
3	100	94.7		
4	96.6	92.6	99.5	
5	88.2	94.3	96.8	97.1
6		80	89.5	92.2
All Years	94.4	91.8	90.9	94.6
State DoE				
Year	2017	2018	2019	2020
K			93.1	
1			92.7	
2	94			
3	94.1	93.6		
4	93.9	93.4	92.9	
5	93.8	93.2	92.8	92
6		92.5	92.1	91.8
All Years	93.9	93.2	92.7	91.9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.98

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	28,814
<b>Revenue</b>	409,074
Appropriation	395,679
Sale of Goods and Services	72
Grants and contributions	13,261
Investment income	63
<b>Expenses</b>	-430,971
Employee related	-301,660
Operating expenses	-129,312
<b>Surplus / deficit for the year</b>	-21,897
<b>Closing Balance</b>	6,916

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	25,506
Equity - Aboriginal	0
Equity - Socio-economic	281
Equity - Language	0
Equity - Disability	25,225
<b>Base Total</b>	297,987
Base - Per Capita	722
Base - Location	1,118
Base - Other	296,148
<b>Other Total</b>	45,784
<b>Grand Total</b>	369,277

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## Student Survey

**Social Engagement** - 90% of students have a positive sense of belonging where they feel accepted and valued by their peers and staff. The mean is above both NSW Govt Norm and replica schools. This has been attributed to the positive culture created in the school.

Students have a high level of participation in sport with additional opportunities each term in addition to their physical education class. The 90% participation rate is higher than both NSW Govt and replica schools. This outcome is contributed to the Sporting Schools Grants which enable the school to contract external providers in a variety of sports each term so students who live in small communities can access external sporting opportunities. This is valuable as a means of expertise and for students to connect with a diverse range of people. The school participates in local gala days and NSWPSA Knockouts.

The students have a moderate perception of participation in extracurricular school activities. The 60% rate of participation is above NSW Govt Norm and replica schools. This finding was interesting as staff and parents believe the school has a very high rate of extra-curricular activities. The students' perception of experiencing participation in extra-curricular activities being lower than what parents and staff stated may indicate students see all the activities reported for this survey, as part of the curriculum.

80% of students perceive they have positive relationships with other students. This is lower than the NSW Govt Norm and replica schools. 80% of students believe they have friends at school they can trust and who encourage them to make positive choices. The low enrolment I could contribute to students perceiving they lack friends. Covid restrictions played a role in students accessing inter-school learning and sporting opportunities.

**Institutional Engagement** - 100% of students value schooling outcomes where students believe schooling is useful in their everyday life and will have a strong bearing on their future. 100% of students believe positive behaviour always exists at their school where no students are disruptive or exhibit inappropriate behaviour. This data exceeds both the NSW Govt Norm and replica schools.

30% of students indicated that they do not possess a positive attitude toward completing homework within a timely manner. This data is significantly lower than NSW Govt Norms and replica schools. Through further discussion with the students about this data, the students indicated they believe homework is important and beneficial, but do not enjoy having to do it and prefer their leisure and family time.

**Intellectual Engagement** - 60% of students are interested and motivated in their learning. This is below NSW Govt Norms and replica schools. 100% of students try hard to succeed in their learning and believe they have high levels of effort. This is higher than NSW Govt Norms and replica schools. 100% of students were confident and believed they have high skills levels. 70% of these students also feel they were challenged with their learning. This percent is significantly higher than NSW Govt Norms and replica schools.

**Drivers of Student Engagement** - 84% of students believe the school maintains effective learning time where important concepts are taught well, class time is used efficiently and homework and evaluation support class objectives. 80% of students find classroom instruction relevant to their everyday lives. 73% of students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. 88% of students strongly agree that their principal listens to their ideas about their learning and wellbeing. 12% agree with the above statement.

Approximately 50% of students do not believe they like challenging themselves or set challenging goals. 80% of students reported they had medium levels of perseverance to pursue their goals to competition even when faced with obstacles. 20% believe they have a high level of perseverance. NSW Govt and replica schools report a significantly higher level of students with high levels of perseverance. 84% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. This is higher than NSW Govt and replica schools.

## Parent Survey

Parents feel welcome and report a significantly elevated level (9.4) which is substantially higher than NSW Govt Norm of 7.4. Parents identified that being made to feel welcome; that they can easily speak with teachers and the principal; are well informed about school activities and written communication is clear.

The schools' parents indicate that two-way communication is of a high standard. The school mean of 9.3 is substantially higher than NSW Govt Norm of 6.6. The report indicates an elevated level of satisfaction regarding the communication about their child's behaviour, progress, and learning. Some parents have reported that reports are not always written in terms they understand. Parent interviews are simultaneously provided to clarify and prevent misunderstandings.

Parents have indicated that the most useful type of communication about their child is through formal interviews. The school adopts a three-way conference which enables the student, parent, and teachers to collaboratively reflect on achievement, progress and re-set future learning and well-being goals for the student. Parents also indicated that informal meetings were extremely useful, and that telephone and school reports also support positive communication. In relation to the effectiveness of the school's communication about school news, parents indicated that text, newsletters, P&C, and emails were the most useful platforms.

Overall, there is an elevated level of satisfaction around the communication between school and home. The purpose of the communication affects the type of communication parents prefer. When discussing students, parent's preference is face-to-face in either formal or informal interviews. For communicating about school events parents prefer texts, newsletters, P&C, and emails. These four platforms combine to provide clear communication between school and home.

Parents have indicated extremely prominent levels of satisfaction with the level of learning support the school provides. The school rated (9.3) which is well above NSW Govt Norm (7.3). 75% of parents rated the level of learning support above 96%. The schools strongest rating was with the teachers showing an interest in my child's learning and that their child is encouraged to do their best work.

100% of parents either agree or strongly agree that the school provides opportunities for student to have a strong voice regarding their learning, well-being, and decision-making. 71% of parents indicated that art lessons with professional artists provided the best outcomes for students. Art continues to be highly valued in the Wee Jasper school community, the parents, and the students.

The survey showed that Wee Jasper Public School parents highly rate the support the school provides for positive behaviour. The school scored 9.4 which is significantly higher than the NSW Govt Norm of 7.7. A score of 100% was received by 50 % of the parents. The highest scores were about teachers expected students to pay attention in class and that teachers devote their time to extracurricular activities.

Wee Jasper Public School received a school mean of 9.3 regarding the safety at the school. This score is significantly higher than the NSW Govt Norm of 7.4. Strength's areas were that children feel safe at school, safe going to and from school and that behaviour issues are dealt with in a timely manner.

Parental input into and opinions about school planning, policy review/development, teaching practices and curriculum delivery indicate that approximately 50% of parents have been provided with such opportunities. It is assumed that the 50% of parents include parents of children who have been in the school for longer than one year. These parents contributed to the last school plan, discipline and technology usage policy, and bushfire management plan. All the 50% of parents were active participants in the 2018 - 2020 school planning by attending focus groups and interviews to provide input and annotates to develop the school's vision and strategic directions.

Teaching practice and curriculum delivery usually occurs at three-way interviews. 100% of parents attended a three-way conference at the beginning of 2020 before Covid restrictions came in where stakeholders discussed learning and wellbeing goals. 100% of parents attended the Semester 2 three-way conferences where opportunities to discuss curriculum and teaching practices could have occurred if necessary. 100% of our parent body completed the Tell Them from Me survey which is an indication that 100% of parents have provided input. This participation rate is excellent.

P&C is usually the main vehicle the school uses to seek parental input into or opinions about the school. When P&C occurs (outside of Covid) it is a time where parental input is often sought and given. Our high parent and community attendance rate see between 71% - 100% regularly attending. In 2020 we were only permitted to hold one P&C Meeting where 100% of parents attended.

100% of parent's perception of the school facilities were that the school is well maintained, the physical environment is welcoming, and it is easy to access and move around the school. 100% of parents strongly agreed they would recommend their child's school to other parents.

### **Overall Analysis - Students, staff, and parents - Common Themes**

- Belonging - The highly rated (90%) WJPS student perceptions of 'belonging' in the TTFM survey, correlates with the emphasis placed by both parents and staff on WJPS fostering students' sense of belonging within a small school community.
- School outcomes - 100% of students, staff, and parents positively value school outcomes.
- Behaviour - Their 100% evaluation of the behaviour at school as positive (in the TTFM Survey) and their generally indicated pride in the school can be loosely correlated to the affirmation, by both parents and staff, that WJPS is a caring community that values academic achievement as well as a sense of fairness, and good interpersonal relations and communications.
- Performance- The students' 100% self-reported sense of confidence in their skills correlates with the emphasis placed, by both staff and parents, on the importance of children feeling confident.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.