

2021 Annual Report

Wee Jasper Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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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, Wolgalu and Ngunnawal. The school is connected to a the Professional Learning Community which also includes Binalong Public School and Bowning Public School. The school participates in sporting events through the 'Burrinjuck' Learning Communities and is also linked to the larger educational community of 'Binit Binit'.

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 inter-generational relationships build students' ability to relate to others and increase self-confidence.

Based on the outcome of our Situational Analysis, in full consultation with the community, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be refined and developed for identified students. Teachers will evaluate the effectiveness of their teaching practices in light of student learning needs through the application of summative and formative assessments. Developing students resilience and perseverance so that they connect, success, thrive and have high expectations of their learning are also key priorities in our Strategic Improvement Plan.

Our staff is 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 values 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

Student outcomes in reading and numeracy will be improved through a planned approach and shared understanding of consistent use of data, to drive evidence-informed teaching practices across the whole school to meet the needs of every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Data Capacity

Resources allocated to this strategic direction

Professional learning: \$5,414.10

School support allocation (principal support): \$2,400.00

Low level adjustment for disability: \$25,771.79

Socio-economic background: \$260.65

QTSS release: \$784.83

Literacy and numeracy: \$1,365.30

Summary of progress

During 2021, in collaboration with the Instructional Leader, the teaching staff evaluated the teaching and learning programming procedures in order to ensure ongoing student data was used to provide personalised learning for each student. We collaborated with our Professional Learning Community to further develop staff training, share assessment and teaching resources and engaged in deep professional dialogue to build teacher capacity which focused on student growth. The focus point for Wee Jasper Public School was the use of quality, evidence-informed formative and summative assessments to guide next steps in planning for student learning. Through the collation of student data in PLAN2, teacher's programs targeted specific learning outcomes for all students. As a school, we refined our scope and sequence documents to fully align with syllabus requirements and also best meet the needs of our students who learn in a K-6 environment. All programs are collaboratively designed to ensure a sharing of best practice. This clarity around current and future student learning needs across the school informed teachers to plan for effective student-growth focused learning using the teaching and learning cycle. Through a team-teaching environment where explicit and differentiated teaching was demonstrated and evaluated, teachers refined their practice to best meet the individual and collective needs of all students. The delivery of Literacy and Numeracy programs in a team teaching model further ensured consistency. The impact of this included high levels of collaboration and communication among staff, which led to an ongoing clear focus of teaching and learning which maintained high student achievement and growth in areas of both Literacy and Numeracy.

Our next steps in 2022 will be a continuation of:

- collaboratively develop a range of valid and reliable assessments
- collaborative analysis of student learning data
- effectively plan for student learning at point of need with insight into future student learning needs
- reciprocity in the sharing of best teaching and learning practice among staff in order to further build capacity
- enhancement of student and parent voice into the teaching and learning cycle

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands in NAPLAN to at least 30% for reading.	The information provided must be consistent with privacy and personal information policies, where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. However, based on analysis of school data including, NAPLAN, PAT assessments, Check in Assessments, Best Start data and the tracking of student learning progress using the Literacy
Increase the percentage of students	

achieving in the top two bands in NAPLAN to at least 25% in numeracy.	and Numeracy Learning Progressions and PLAN2, we are confident we are showing progress towards reaching our expected growth targets in 2022.
<p>Increase the percentage of students achieving expected growth in reading in NAPLAN to 33%.</p> <p>Increase the percentage of students achieving expected growth in numeracy in NAPLAN to 33%.</p>	<p>The information provided must be consistent with privacy and personal information policies, where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. However, based on analysis of school data including, NAPLAN, PAT assessments, Check in Assessments, Best Start data and the tracking of student learning progress using the Literacy and Numeracy Learning Progressions and PLAN2, we are confident we are showing progress towards reaching our expected growth targets in 2022.</p>

Strategic Direction 2: Whole-school well-being

Purpose

To implement a planned, whole school approach to well-being, connecting students, staff and communities . Building local and global connections that empower the individual to become responsible global citizens who care for themselves and others.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connecting Students to their Local and Global Communities.
- Social and Emotional Learning

Resources allocated to this strategic direction

Summary of progress

The 2021 focus involved working collaboratively with the school community to explain well-being practices and processes. In addition, we concentrated on the improvement in the collection and analysis of data to refined our whole school approach to wellbeing and engagement. All staff built capacity around positive psychology and how positive well-being practices contribute to positive outcomes for students and adults. Teachers implemented explicit evidenced based lessons to improve both student and teacher knowledge and skills related to emotional and social well-being. The school communicated with the community the relevance of these lessons and experiences. A shared understanding by all staff through the 'Bounce Back' professional learning provided deeper understanding of the importance of wellbeing and how it relates to student attainment. Established connections to the University of Canberra, Author Mentorship and our Cultural Mentorship program facilitated students, staff and community to successfully maintain connections during a period of statewide restrictive practices. Quality learning and well-being opportunities were achieved through these partnerships.

Additionally, improving student attendance was prioritised. The school comprehensively collaborated with students, families and the community to promote a culture of regular attendance for all students, and embedded strategies to target specific complexities for individual students. Practices and procedures were evaluated and improved to clarify the benefits of regular attendance and ensure all stakeholders were engaged in the pursuit of regular student attendance. Students negotiated individual and collective attendance targets which saw students and families taking ownership and responsibility for regular attendance. Fostering positive relationships and well-being practices where students engaged in innovative learning and well-being experiences were prioritised and complimented attendance initiatives. This then provided optimum learning and well-being outcomes. Consequently, significant improvement in attendance occurred by the end of 2021 which ensured student absences did not negatively impact on learning outcomes.

Our next steps in 2022 will be a continuation of:

- Extend 'Bounce Back' professional learning to new staff
- Appoint a teacher to lead social emotional learning through full implementation of the 'Bounce Back' program
- Authentic and relevant connections for students and staff to experts in a range of fields to develop genuine enrichment
- Effective attendance strategies which achieve above 90% attendance for all students

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the % of students attending school 90% of the time to a minimum of 75% (lower bound of the system negotiated target).	<p>The below data highlights the progress Wee Jasper Public School made towards improving student attendance.</p> <p>Semester One - 60% of students attended school at or above 90% of the time which fell short of our negotiated target. This equaled the average performance of NSW Department of Education schools. Wee Jasper Public</p>

<p>To increase the % of students attending school 90% of the time to a minimum of 75% (lower bound of the system negotiated target).</p>	<p>School's Semester One attendance rate was 92.3% which exceeded NSW Department of Education average rate of 88.9%.</p> <p>Semester Two - 100% of students attended school at or above 90% of the time which met our negotiated target. Wee Jasper Public School's Semester Two attendance rate was 95.5% which exceeded NSW Department of Education average rate.</p> <p>Wee Jasper Public School achieved our negotiated target.</p>
<p>The 'Bounce Back' program is embedded in at least 20 % of lessons, across the curriculum in teaching and learning programs.</p>	<p>Due to staff transitions, the Bounce Back initiative was not able to be fully implemented and therefore the target not fully achieved.</p>

Purpose

The PLC models instructional leadership and supports a culture of high expectations and community engagement which is focused on continuous improvement of teaching and learning, resulting in sustained and measurable whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning Communities

Resources allocated to this strategic direction

Summary of progress

In 2021, our Professional Learning Community worked together as a network of small schools, with the support of our shared Instructional Leader, to build staff capacity as well as provide collegial support to teaching principals. Our PLC was a vital part of our professional learning throughout the year and led to staff being supported in developing quality learning programs as well as assessments. The establishment of a community of practice created collegiality and synergy for early career teachers, School Administration Staff and teaching principals. Through shared planning and data analysis days as well as demonstrated lessons and team-teaching environments, teachers improved knowledge and skills of best practice in a creative and supportive space. The leadership of our Instructional Leader also provided ongoing training and feedback to all staff at the school level, including teaching principals. This resulted in all staff feeling supported and working towards self improvement. COVID regulations meant we were unable to continue until the end of 2021, however the impact of successfully creating an effective PLC, means this initiative will potentially flourish when circumstances change.

Our next steps in 2022 will be a continuation of:

- Engagement of an Assistance Principal of Curriculum and Instruction and the development of their understanding of the student and school context
- APC&I collaboratively working with leadership teams at Wee Jasper Public School and across the PLC to drive school Literacy and Numeracy priorities and lead professional learning
- Re-establish connections across the PLC and beyond to support teaching principals
- Share resources, strategies and assessments to support all staff

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The PLC will demonstrate commencing practice in the key practices for instructional collaboration.	The PLC demonstrated commencing practice in the key practices for instructional collaboration as evidenced through the successful formation of the PLC and the establishment of agreed norms and professional engagement practices.
High impact professional learning is demonstrating the elementary descriptors and is working towards delivering embedded, ongoing school improvement in teaching practice and student results aligned to the SIP. https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning/what-is-	The progress measure was achieved through targeted professional learning in collaboration with other small schools in the Professional Learning Community. Student outcomes improved as a result of building teacher capacity to target the specific spelling and reading learning needs of students.

https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning/self-assessment-tool	
<p>The school is demonstrating developing practice in Instructional collaboration.</p>	<p>The school is demonstrating developing practice in Instructional collaboration as evidenced through the regular, ongoing opportunities for executive and teachers to plan and implement best practice.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$260.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wee Jasper Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Students engaging in an author mentorship as a strategy to improve student performance in writing. Student confidence and capacity to fluently construct quality written pieces in response to given stimulus within given time frames improved. Students and teachers gained skills in creating rubrics to target areas of improvement. This resulted in students being aware of their areas of focus and teachers creating explicit teaching to address student learning needs. This improved student's capacity to write successfully in assessment tasks, similar to that of departmental assessments. Student's fluent and effective writing knowledge and skills should be reflected in future NAPLAN assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: To align enrichment experiences which are responsive to student learning needs. Teachers and students collaborating through effective feedback with clear areas of focus and capacity to assess growth. Teachers will further develop capacity to analyse student performance and align learning programs which target individual learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$25,771.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Wee Jasper Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: An increase in students achieving at or above expected growth in NAPLAN, Check in Assessment and school based assessment results. The school's value-add results have improved. The school achieved a more consistent approach to student learning support and subsequently developed collaborative learning support activities. SLSOs developed their capacity to support a highly differentiated K-6 classroom. 100% of students have personalised learning goals around literacy and numeracy which are targeted through differentiation and are reflected upon regularly. All staff have increased their knowledge of best practice through staff training and collaborative planning to support students with learning needs.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$25,771.79</p>	<p>funding will be: To further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of an additional teacher part-time and effective SLSOs. We will continue to engage the part-time teacher and SLSO staff to support individual students with a relentless focus on literacy and numeracy priorities with the continuation of a learning and support team which collects and analyses evidence to inform all teaching.</p>
<p>Location</p> <p>\$1,006.18</p>	<p>The location funding allocation is provided to Wee Jasper Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Supporting the quality of instructional leadership at Wee Jasper Public School. Creating additional time for the teacher position assisted the school in attracting a part-time teacher to a small and remote rural school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To sustain consistent, quality teaching staff for the entire year and further develop the instructional leadership of the teaching principal to drive school improvement.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wee Jasper Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: K-2 students accessing quality decodable texts (fiction) as part of their explicit reading program and improved the quality of texts used for the home reading program. Australian Council for Educational Research (ACER) assessments provided teachers with an opportunity to triangular student assessment data and were used to assist teachers in providing feedback on literacy and numeracy learning progress to students and parents.</p> <p>After evaluation, the next steps to support our students with this funding will be: To supplement decodable texts resources by purchasing non-fiction decodable texts, games and activities. ACER will be used as an assessment tool for students in Years 3-6 and not for K-2 students as a method of triangulating data.</p>
<p>QTSS release</p> <p>\$784.83</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wee Jasper Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$784.83</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Support for early career teachers in the delivery of quality literacy teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of support for early career teachers in the delivery of quality reading instruction.</p>
<p>COVID ILSP</p> <p>\$5,606.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Students accessed small group explicit instruction and feedback targeting specific identified learning needs. Individual support for students resulted in students achieving expected growth in reading and number.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the small group delivery model, where students with similar learning needs are grouped together, accessing targeted literacy and numeracy learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	3	5	2
Girls	0	0	0	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K		50		92.5
1		50		
3	94.7			
4	92.6	99.5		
5	94.3	96.8	97.1	82.1
6	80	89.5	92.2	94.6
All Years	91.8	90.9	94.6	92.5
State DoE				
Year	2018	2019	2020	2021
K		93.1		92.8
1		92.7		
3	93.6			
4	93.4	92.9		
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.2	92.7	91.9	92.1

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.13
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	6,916
Revenue	400,024
Appropriation	387,805
Sale of Goods and Services	411
Grants and contributions	11,791
Investment income	16
Expenses	-403,333
Employee related	-343,815
Operating expenses	-59,518
Surplus / deficit for the year	-3,309
Closing Balance	3,607

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	26,032
Equity - Aboriginal	0
Equity - Socio-economic	261
Equity - Language	0
Equity - Disability	25,772
Base Total	302,733
Base - Per Capita	1,233
Base - Location	1,006
Base - Other	300,494
Other Total	48,337
Grand Total	377,102

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Student surveys at Wee Jasper Public School indicate students have high expectations for their own and their peers' learning and behaviour. Students are eager to be at school and believe schooling is useful in their everyday life and has a strong bearing on their future. All students believe they try hard every day to succeed in their learning. They expect their peers to also focus on learning and will inform the Principal if any disruption to learning occurs in class. Consequently, the classroom is a productive learning space and students are motivated to deliver their best and to continually improve. Students demonstrate aspirational expectations of learning. All students know they can attend university if they choose to, and most students are committed to gaining a university qualification. All students reported they felt confident in English and Maths classes, and believe they are appropriately challenged.

Parents at Wee Jasper Public School have indicated through a survey that personalised learning, high teacher capacity and the happy and nurturing learning environment are the strengths of the school. Parents believe teachers know and care for all children and provide individual wellbeing and learning to ensure all students reach their potential in a positive environment. There was consensus that all staff are professional and committed to consistently delivering excellence. Parents indicated that confidence, resilience, respect, patience, an enthusiasm for learning, independence and a capacity to adapt to future learning contexts such as secondary school are what they want for their children. Parents highlighted that the whole school community is consulted and actively contribute to the school.

Parents were surveyed in 2021 about how the school reports on student progress and achievement. All parents provided positive feedback about the comprehensive reports; insights provided into student learning; student self-reflection; positive engagement of students in Three-way Conferences; ease with which parents can access teachers; provision of standardised achievement, and how they 'are impressed how the school continues to show growth and improvement.'

Staff at Wee Jasper Public School uphold high expectations of their professionalism, performance, and collegiality of themselves and their students. They role model exemplary behaviour and social and emotional skills. Staff responses to a survey 'What is Great about Wee Jasper Public School?' saw common themes of opportunity, trust, support, access, education, striving, inclusivity, achievement and engagement of students and staff. All responses show strong evidence of the attainment of a positive learning culture and the commitment to pursuing excellence. Staff diligently use evidence to inform their teaching. Authentic personalised learning occurs for every student, every day.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.