

# 2021 Annual Report

## Jasper Road Public School



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## Introduction

The Annual Report for 2021 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 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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Jasper Road Public School

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## School vision

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 and confident, 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 900 includes five support classes for students with autism, physical or intellectual disabilities.

The school culture is that of connectedness, inclusion and belonging with the school community working in collaboration to promote excellence.

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 66.8% 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 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.

Through our situational analysis, we have identified a need to use data driven practices that drive teaching and learning programs. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction for all students.

While the clear and accurate monitoring and analysis of student achievement data on a regular basis has been completed by an extended executive team, the school will ensure there are practices to analyse data at an individual, class and stage level. This includes the establishment of sustainable whole-school processes for teachers to analyse data to ensure the implementation of appropriate curriculum provisions. Use of Data was identified as a focus theme in the SEF S-aS. When addressing this practice within the school, we will consider the newly published 'What Works Best: Evidence-based practices to help improve student performance'. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop evidence-based practices and refine data-driven teaching that is responsive to the learning 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.

- Quality Teaching Practices
- Data-Driven Personalised Learning

### Resources allocated to this strategic direction

**QTSS release:** \$178,267.62

**English language proficiency:** \$47,708.86

**Low level adjustment for disability:** \$60,191.70

**Socio-economic background:** \$18,433.67

**Literacy and numeracy intervention:** \$47,089.56

**Literacy and numeracy:** \$52,312.00

**Professional learning:** \$34,000.00

### Summary of progress

In 2021, the school ensured a whole school system and integrated approach to quality teaching, curriculum planning, and delivery to meet the needs of all students. This included explicit phonics, phonemic awareness and reading programs to drive school improvement. The school achieved 'camera word' and phonics targets for 2021. The 2022 goal of 28 camera words in ES1 and 28 accurate phonological words (2-6) are achievable with the current explicit teaching practices in phonics.

While the school achieved significant growth and a large percentage of students in the top two bands of NAPLAN, the overall school goal of 78% of students (3-6) exceeding school expectations in writing across the domains of vocabulary, punctuation and audience was not met. Using current internal data, the goal of 80% in 2022 is not realistic, with the goal remaining at 78% to reflect appropriate of student progress.. An analysis of the data has demonstrated the need to strengthen consistent teacher judgement across the school. This combined with further high impact professional learning will continue to be a focus.

In 2021, the school achieved the 2022 progress measure in the area of comprehension. A review of the 2021 comprehension data highlighted a need for a school focus on inferential comprehension. This will be embedded through explicit modeled reading instruction and the use of quality texts.

### 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
69% of students achieve in the top two bands (or equivalent) NAPLAN Reading	67.05% of students achieved in the top two bands (or equivalent) NAPLAN Reading. This is between or lower and upper band targets.
62% of students achieve in the top two bands (or equivalent) NAPLAN Numeracy.	64.50% of students achieved in the top two bands (or equivalent) NAPLAN Numeracy. This is above our upper band target.
More than 70% of students achieve expected growth NAPLAN Reading	77.78% of students achieved expected growth in NAPLAN Reading. This bettered our 2021 school target by 7.78% and is above our 2023 upper band target.
More than 73% of students achieve expected growth NAPLAN Numeracy	76.40% of students achieved expected growth NAPLAN Reading. This is

<p>More than 70% of students achieve expected growth NAPLAN Reading</p> <p>More than 73% of students achieve expected growth NAPLAN Numeracy</p>	<p>above our upper band target.</p>
<p>Greater than 80% of Kindergarten students can independently say and write more than 26 camera words.</p> <p>Greater than 80% of 2-6 students can independently write more than 26 phonological words accurately.</p> <p>Greater than 78% of students in Years K-6 are meeting school expectations across the writing domains of Vocabulary, Punctuation and Audience.</p> <p>Greater than 66% of students in Years 3-6 are exceeding school expectations in literal and inferential comprehension.</p>	<p>81% of Kindergarten students can both read and write 26 or more camera words</p> <p>86.28% of students (2-6) can independently write more than 26 phonological words accurately.</p> <p>49.9% of students achieved the school expectations across the writing domains of Vocabulary, Punctuation and Audience. This was broken down into 62.1% achieving Audience, 45.1% Vocab and 41.7% Punctuation.</p> <p>70.1% of students in Years 3-6 achieved school expectations in literal and inferential comprehension. This equated to 90.5% Literal and 61% Inferential.</p>



## Strategic Direction 2: Wellbeing

### Purpose

- To ensure that all students are known, valued and cared for, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement.

### 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.

- Whole School Wellbeing Processes
- Every Child is Known, Valued and Cared For

### Resources allocated to this strategic direction

**Professional learning:** \$7,000.00

**Integration funding support:** \$73,487.01

**Refugee Student Support:** \$4,067.54

**Aboriginal background:** \$4,358.00

**Socio-economic background:** \$3,000.00

### Summary of progress

During 2021, the school embedded a whole-school approach to support students through mentoring, wellbeing and developing a sense of belonging. Personal Development and Health (PDH) programs were adapted to support areas of whole-school wellbeing as identified as requiring improvement in student surveys. The School Chaplaincy program continued 4 days per week in 2021 to support individual and small groups of students requiring additional wellbeing support. This was partly funded through the National Chaplaincy Program.

Regular and ongoing planning, monitoring and evaluation through the Tell Them From Me (4 - 6) and FORGE (2 - 6) surveys allowed for reliable data in whole school and individual student wellbeing areas. This data was analysed and support directed to identified students. The TTFM survey revealed a small decrease of .98%, while the end of year FORGE survey showed an overall achievement of the school progress measure. There was an overall increase of 1% in Engagement, 10% increase in Optimism and 0.5% decrease in Positive Emotion. These results indicate that positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.

Attendance has been monitored on a five weekly basis to review students who have attendance rates under 90%, as well as those who have high partial absence rates. Parent contact is made with those students who have attendance concerns with the aim of improving both partial and full attendance rates. The school exceeded the goal of 92% of students attending school 90% of the time. JRPS will continue to work together with teachers and parents to ensure absences do not impact learning outcomes.

### 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
92% of students will attend school over 90% of the time	92.5% of students attended school over 90% of the time (as of 25 November)
92% of students will report positive outcomes for three TTFM measures in the domains of advocacy, high expectations and sense of belonging..	88.34% of students reported positive outcomes for three TTFM measures in the domains of advocacy, high expectations and sense of belonging..
92% of student's (Years 2-6) will indicate level 3 or more through Forge survey in areas of positive emotions,	92.7% of student's (Years 2-6) indicated level 3 or more through Forge survey in areas of positive emotions, optimism and engagement.

optimism and engagement.



## Strategic Direction 3: Partnerships

### Purpose

To create a school culture that is professionally supportive, proactive and strengthens partnerships, we will implement effective communication frameworks and school structures which embed a system of values that build a highly developed culture of success.

### 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.

- Learning Partnerships
- Community Systems and Practices

### Resources allocated to this strategic direction

**Aboriginal background:** \$2,000.00

**English language proficiency:** \$269,083.20

**Low level adjustment for disability:** \$100,906.20

**School support allocation (principal support):** \$43,259.81

**Professional learning:** \$8,000.00

### Summary of progress

In 2021, the school continued to build a culture that is professionally supportive and proactive while strengthening partnerships with the community through effective communication frameworks and school structures. Throughout the year, teachers used a model of collaborative practice to involve parents and students in setting and reviewing goals for students requiring an IEP and/or PLP. Plans identified goals, actions and measures of success that resulted in positive engagement for every student. 97% of parents engaged in review meetings which supported their child's academic, social and emotional wellbeing.

Unfortunately limited parent workshops could be held in 2021 due to DoE guidelines. The two workshops that were held improved parent knowledge in how to support their child's learning and exceeded the goal of 8% parent attendance. These workshops will be expanded in 2022 to continue to develop the partnership between the school and parents to support student learning.

The school began to embed a learning culture that has enabled participation from all stakeholders in student learning goals. Through developing evidence-based visible learning practices in the area of learning goals and feedback, students improved in their ability to articulate, understand and achieve their literacy and numeracy learning goals. The school achieved the goal of 68% of students being capable of articulating their learning goals. 90% of students were able to state the purpose of the current lesson when asked "What are you learning about?" It was found that 61% of learning goals were displayed visually and 1% were orally communicated with students. Sharing this data with classroom teachers allowed reflection about how goals were devised, displayed and communicated with students. Examples of best practice were collected and shared to enhance the explicit teaching of learning goals across the school.

### 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
All students identified through disability, integration, intellect &/or OOHHC have an IEP created in collaboration with parent/carer to support their academic, social and emotional wellbeing.	100% of students identified through disability, integration, intellect &/or OOHHC have an IEP created in collaboration with parent/carer to support their academic, social and emotional wellbeing.
Effective partnerships in learning are evidence by increased community attendance (8%) at parent workshops aimed at developing a school-wide,	Effective partnerships in learning are evident with 8.4% community attendance at parent workshops.

collective responsibility for student learning and success.	
68% of students can clearly articulate their literacy and/or numeracy learning goal.	<p>69% of students could articulate at least one of their literacy and/or numeracy learning goals.</p> <p>During learning from home, 99% of students indicated that they had received feedback from their teacher in either/or both written (81%) or oral (41%) form.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,067.54</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Every Child is Known, Valued and Cared For</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSO to improve the development of students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- The employment of an SLSO to support the development of English vocabulary and survival language. The school has 7 students identified as refugee and they are each timetabled throughout the week to receive support. The Intervention Team oversee the program and provide resources, support and guidance to the SLSO.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the Intervention Team will consider possible strategies and ways to support refugee students, with SLSO support to continue in supporting students and their personal learning goals.</p>
<p>Integration funding support</p> <p>\$73,487.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Jasper Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Every Child is Known, Valued and Cared For</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Five students receiving support by supporting individualised learning needs including academics, behaviour and health whilst fostering independent learning habits.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>SLSO support to continue in supporting students and their personal learning goals.</p>
<p>Socio-economic background</p> <p>\$21,433.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jasper Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Every Child is Known, Valued and Cared For</li> <li>• Quality Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Equitable access to specialist resources</li> <li>• Resourcing to increase equity of resources and services</li> </ul>

<p>Socio-economic background</p> <p>\$21,433.67</p>	<p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- All students having equitable access to resources including technology and classroom supplies both at school and in the home environment during online learning. Student assistance was provided to students as necessary.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The continuation of fair and equitable access to resources for all students.</p>
<p>Aboriginal background</p> <p>\$6,508.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jasper Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> <li>• Every Child is Known, Valued and Cared For</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• Creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- All Aboriginal students had a PLP completed in consultation with the family and student. This was regularly evaluated against student results. In 2021m the school engaged an SLSO to directly work with individual and small groups of students provided academic support. Aboriginal perspectives continued to be embedded in all learning areas.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the school plans to expand the SLSO support for students and introduce cultural awareness. An Aboriginal SLSO has been employed to promote belonging with students whilst continuing to support academic achievement.</p>
<p>English language proficiency</p> <p>\$316,792.06</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jasper Road Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> <li>• Quality Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support delivery of targeted initiatives</li> <li>• Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Students being provided support through withdrawal groups for students who have recently immigrated to Australia, with very limited English or are funded under the New Arrivals Program (NAP). Although in 2021 we had a reduced number of NAP students due to the COVID-19 Pandemic, students identified were supported. Through intensive NAP support, students gained more confidence and have demonstrated a steady improvement in their oral and writing skills, as well as their reading and responding skills.</li> <li>- Productive working relationships being established with class teachers through the provision of in-class intensive support to targeted students who</li> </ul>

<p>English language proficiency</p> <p>\$316,792.06</p>	<p>worked on achieving specific outcomes.</p> <ul style="list-style-type: none"> <li>- The development of individualised programs, as well as small group structures including intensive phonics support and language and vocabulary development. During learning from home, the Intervention Team specifically targeted the online learning needs of NAP students, providing differentiated learning frameworks for those who require additional support. New and innovative ways of supporting our NAP and EAL/D students included interactive PowerPoint presentations that provided verbal instructions and correct phoneme pronunciation, as well as regular phone conversations with families and students.</li> <li>- Class teachers being supported 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.</li> <li>- Positive community connections being formed 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.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Students will continue to be supported through individual, small group and whole class instruction. Teachers will continue to be supported in identifying EAL/D progressions of students in their class and teaching strategies to support their learning.</p>
<p>Low level adjustment for disability</p> <p>\$161,097.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Jasper Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Partnerships</li> <li>• Quality Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- A highly successful model of learning and support being delivered through the 'Intervention Team'. The team focused on the provision of in-class support and building the capacity of all teachers to provide consistent modifications and adjustments to all students in their care.</li> <li>- The establishment of High Potential groups in all stages for students who were excelling and needed learning opportunities to further develop their critical and creative thinking capabilities. During learning from home, these groups continue to run online providing higher order activities and group work for students</li> <li>- Proactively delivering intervention support to over 300 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, Language and Vocabulary Development groups.</li> <li>- Students and families being supported in finding suitable/alternative placement in support unit classes (Through the access request process).</li> <li>- The completion of the NCCD process in a collaboratively 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 the students on the NCCD list.</li> </ul>

<p>Low level adjustment for disability</p> <p>\$161,097.90</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> The review and implementation of a new adjustments and modifications process to promote differentiation, record individual learning and communicate effectively with parents.</p>
<p>Literacy and numeracy</p> <p>\$61,311.93</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Jasper Road Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Resourcing to increase equitability of resources and services</li> <li>• Engage with external providers to support teaching and learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> - The provision and access of resources and services in the targeted areas of reading, writing and Maths.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued provision of resources for all students and access to expert consultancy.</p>
<p>QTSS release</p> <p>\$178,267.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jasper Road Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Lesson observations - Staff observed a variety of lessons including reading groups, mathematics and phonics. Lesson observations formed the basis of feedback given to teachers, accompanied by discussion of lesson strengths and areas for development.</li> <li>- 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.</li> <li>- Team Teaching - A significant part of time this year involved team teaching using the gradual release model. Team teaching focused on a variety of Learning Areas.</li> <li>- Demonstration lessons - Demonstration lessons provided throughout the year mainly focused on English, particularly on the development of debating, persuasive text writing and comprehension strategies.</li> <li>- 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 and Maths.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>QTSS release</p> <p>\$178,267.62</p>	<p>Demonstration lessons and the gradual release model will be expanded and strengthened in 2022 with the allocation of Assistant Principals: Curriculum and Instruction. Meetings will be held monthly with DP's and AP's will ensure that support is targeted. PDP's will continue to be a major basis of support being offered.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Jasper Road Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- One teacher, providing specialised assistance in literacy learning three days/week.</li> <li>- The identification of Year 1 students requiring on going support to improve their skills in literacy.</li> <li>- 24 students participated in small group lessons focusing on phonics and reading skills. These sessions continued throughout the Learning from Home period and students participated zoom sessions and activities delivered via ClassDojo.</li> <li>- Learning was matched to individual student needs and personal growth was evident.</li> <li>- Classroom teachers value the program and the communication from the Intervention teacher about each students' progress.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This will not continue in 2022 due to Government funding. The Intervention Team will look for new ways to incorporate this initiative, as it is valued by the Stage 1 team, into their timetable. .</p>
<p>COVID ILSP</p> <p>\$78,666.51</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- 152 students, from K-6 participating in small group teaching and learning experiences, aimed at 'closing the gap' in the areas of literacy and and numeracy.</li> <li>- Students were carefully selected for participation after an analysis of data, including internal and external data sources. Formative and summative assessment practices were also utilised to ensure learning experiences could be targeted to meet the specific needs of students.</li> <li>- The COVID ILSP teacher has acknowledged personal growth in her own data literacy skills, understanding of effective feedback to drive future learning and an improvement in explicit instruction to ensure quality learning takes place.</li> <li>- Classroom teachers have noticed the uptake of skills by participating</li> </ul>



<p>COVID ILSP</p> <p>\$78,666.51</p>	<p>students and data demonstrates in most instances they now match those of their peers.</p> <ul style="list-style-type: none"> <li>- 84.50% of student participating in the program demonstrated positive growth in the area of literacy.</li> <li>- 81.20% of students participating in the program demonstrated positive growth in the area of numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The COVID ILSP funding allocation is to continue into 2022. The school will continue to employ an additional staff member to support students who require assistance in 'closing the gap' in literacy and numeracy.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	437	453	471	474
Girls	424	438	423	434

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	94.5	95.3	95.5
1	94.6	95.2	95.2	95.8
2	95.7	94	94.7	95.8
3	96.3	95.3	94.9	95.8
4	96.7	94.8	95.7	95.2
5	96.8	95.1	95.2	95
6	94.4	94.1	94.4	94.5
All Years	95.9	94.7	95.1	95.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### 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

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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)	37.96
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	2.4
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, 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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,623,321
<b>Revenue</b>	8,966,315
Appropriation	8,587,965
Sale of Goods and Services	19,460
Grants and contributions	356,623
Investment income	1,767
Other revenue	500
<b>Expenses</b>	-8,876,405
Employee related	-7,977,165
Operating expenses	-899,240
<b>Surplus / deficit for the year</b>	89,911
<b>Closing Balance</b>	1,713,231

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.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	66,682
<b>Equity Total</b>	505,833
Equity - Aboriginal	6,509
Equity - Socio-economic	21,434
Equity - Language	316,792
Equity - Disability	161,098
<b>Base Total</b>	6,973,737
Base - Per Capita	227,170
Base - Location	0
Base - Other	6,746,567
<b>Other Total</b>	731,342
<b>Grand Total</b>	8,277,593

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.

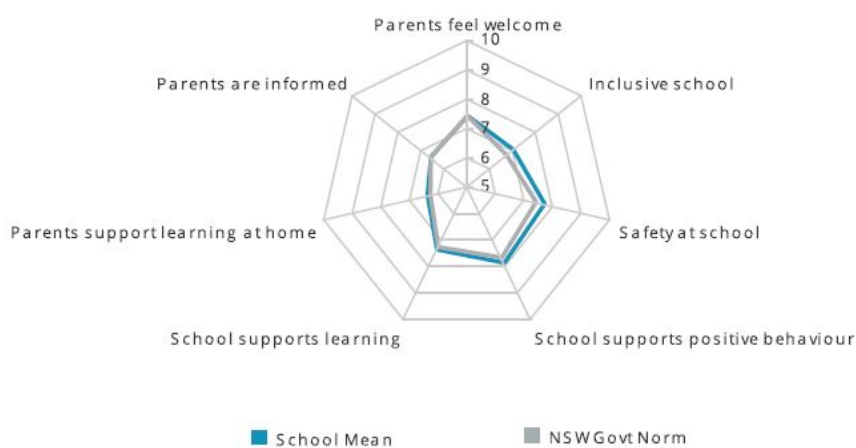


## Parent/caregiver, student, teacher satisfaction

In 2021, the school participated in the parent and student Tell Them From Me surveys. The school also completed informal surveys during peak parent attendance sessions to gain feedback. Two very successful online parent forums were run via Zoom to educate parents on school programs, gather feedback and discuss future school planning. Results from surveys were published in the school newsletter and discussed appropriately to develop future steps.

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This report provides results based on data from 81 respondents in this school who completed the Parent Survey between 02 Sep 2021 and 09 Oct 2021.



# 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 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

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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.