ANNUAL REPORT 2015

Jarrahdale Primary School became an Independent Primary School in 2015 which allowing new administrative flexibilities. Using merit selection, new permanent, high quality & committed staff members were selected which ensures the school can ensure stability and learning continuity. This report demonstrates our achievements for the 2015 school year and highlights our ongoing commitment to enhancing educational outcomes for our students.

OUR SCHOOL

THE SCHOOL AND ITS COMMUNITY

Jarrahdale Primary School is a Level 3 primary school situated in the Perth Hills area and part of the South Metro Education region. It caters to approximately 100 students, drawn mainly from the local community. The school provides a safe, stimulating environment where all children are given encouragement and opportunities to develop their maximum potential. Parent participation in school activities is actively encouraged as is their engagement with their child’s education. The school also promotes positive relationship within the wider community through volunteering and support.

SCHOOL ETHOS AND PURPOSE

- To provide a collaborative learning environment involving students, teachers, parents and the wider community.
- To enable children to reach their full academic and physical potential.
- To encourage children to adapt to a changing social environment while maintaining positive self-esteem.

SCHOOL BOARD & P&C

The Board were actively involved in the change from Council to Board inline to becoming an independent public school. Consequently in Term 1, 2015 the School Council was dissolved and the School Board appointed. The council and P&C are committed to assist in the providing a quality education program to all students.

SCHOOL PRIORITIES

The 2015 curriculum plan reviews assisted in establishing targets and recommendations for improvement in 2016, which are included in this report. Implementation and planning of the Australian Curriculum progress has been excellent. SCAS has continued to inform schools about phases two and three of the implementation and Jarrahdale Primary will progress to full implementation, in-line with the guidelines.

Commitment to Improvement

The Literacy and Numeracy Programs of the school are carefully monitored across the school to ensure successful students achievement. The NAPLAN test results provide an indicator of students’ achievement; however, it is only one measurement of the school performance.

Staff use a range of formal and informal assessment tools to determine students achievement. Data from NAPLAN, On Entry Assessment, NQS and PM Benchmarking are used to assist in validating teacher judgements. School data is used to establish targets for the following year and are monitored to ensure success.
HIGHLIGHTS OF THE SCHOOL YEAR

ENSEMBLE RECORDER GROUP
An interested group of senior students participated in weekly practise sessions to develop their recorder skills which were honed and shared by ensemble performances at various school events.

EARTH AWARE
The introduction of the Tuesday morning Earth Aware program provided all students with an opportunity to participate in a multi-age grouped session focused on Water Wise, Waste Wise, Cooking, Gardening and Environmental ICT.

This year’s introduction of regular and nutritious Nude Food Days has focussed the students on reducing, reusing and recycling packaging.

INCURSIONS, EXCURSIONS & CAMP
Incursions were organised during the year to develop curriculum areas and celebrate special events. They included the ANZAC Dawn Service & ANZAC Expo, Start Smart Finance, St John First Aid, African Beat, Constitution Centre, Return of the Bully and Koob the Storykeeper. To raise awareness and support various groups, students ran fundraising events including Daffodil Day for cancer research and Red Nose Day for SIDS.

During 2015, classroom learning programs were complemented with class excursions that included the year 5/6 Bridgetown camp, tree planting at Turtle Creek and Forest Green, the Interschool Athletics Carnival, visits to Canning Vale Waste Centre and the Symphony Orchestra.

SPORTING PROGRAM
Students participated in a variety of sporting activities during the year. The senior class competed in netball, football and t-ball against other schools in the area. Students also had the opportunity to participate in cross country races, athletics carnivals, in-term swimming and sporting group workshops.

SCHOOL ADMINISTRATION

STUDENT MANAGEMENT: Jarrahdale Primary Schools behaviour policy focuses on personal and group responsibility. The Jarrahdale Primary School social and emotional program is based the resource Friendly Schools Plus. Supportive parents and guidance from behaviour specialists have ensured an effective learning environment is maintained.

ATTENDANCE: Attendance at Jarrahdale Primary School during 2015 was 93.3%, slightly higher than the WA Public School Average. The school has an ongoing focus of improving student attendance by working with students and their families.

PROFESSIONAL ENGAGEMENT: Staff were heavily involved in a variety of Professional Learning opportunities linked to our priority areas. Much of the Professional Learning occurred on our School Development Days. Focus areas included: Leadership in Maths, VCOP writing, literacy, data collection review, Business Plan review and update and Special Needs – Autism. Professional Learning is a key component in ensuring staff are consolidating and extending their knowledge in specific focus areas.

COMMUNITY SATISFACTION: The mandated community survey was completed in 2014 and will be repeated in 2016. Feedback is continually sought through parent meetings, open classrooms and informally at whole school events. Overall feedback was very positive in all areas of schooling.
CURRICULUM PROGRESS AND ACHIEVEMENT

Underpinning the 2012-2015 Operational Plan was a continued commitment to focus area improvement areas. Identified areas of English, Maths, ICT, the early years, health and well-being were identified and showed notable progress in many areas.

ENGLISH: Establishing, reviewing and consolidating Literacy and Writing Blocks and whole school Grammar were the focus areas in 2015. Pre Primary on-entry assessment indicated that students are entering school with limited writing skills. The explicit teaching of grammar and writing have been a focus during blocks with a 5 week focus on each text type. In 2016 an oral focus on each text type will be imbedded in the early years’ literacy program as this area is a precursor to writing.

MATHEMATICS: Ongoing review and consolidation of the Numeracy Blocks has ensured mental maths strategies and number areas have strengthened across the school. Analysis of our data indicates that there is a need to plan for improvements in measurement and problem solving topics. A consistent mathematical vocabulary was implemented throughout the school and focused on increasing student awareness of the Language of Maths which is a crucial life skill and is required for success in NAPLAN.

ASSESSMENT AND MONITORING

Data collection across the school is ongoing based on the school’s Management Information System. A variety of data collection methods are used to develop an overall picture of each child’s learning development, tracking individual students to ensure all students make expected progress.

Small-school data needs to be treated with a great deal of caution due to the low numbers of students sitting the state or national assessments which can result in high variability in student performance. Unlike larger schools, JPS are unable to use these measurements to identify trends with inclusion of other data.

NAPLAN results for 2015 indicated that many of our students were working above national standards and performed very well in numeracy, writing and reading across all year levels.

Positive Results
- Year 3 Numeracy: 2 students in top 20% of all Australian students
- Year 3 Numeracy: All students that completed were At or Above National Minimum Standard
- Year 3 Reading: 2 students in top 20% of all Australian students
- Year 3 Reading: All students that completed were At or Above National Minimum Standard
- Year 3 Writing: All students that completed were At or Above National Minimum Standard
- Year 5 Numeracy: All students At or Above National Minimum Standard
- Year 5 Writing: 1 student in top 20% of all Australian students

Areas for Improvement
- Year 5 Reading: 2 students below National Minimum Standard
- Year 5 Writing: 1 student below National Minimum Standard

Students achieving below National Minimum Standard had IEPs established to help improve specific learning areas.
Finance
The 2015 introduction of the Students Centred Funding Model and One-line Budget allows the school more flexibility in adjusting finances to suit school and student needs. Money is allocated through the School Finance Committee and monitored by the School Board.

The Annual Report has been endorsed by the school principal and the chair of the School Board.
Mrs Julie Denholm, Principal
Mrs Pam Starkey, Chairperson, School Board
Date: 22/3/2016