



School vision statement

Jasper Road Public School aims that every student will succeed in an education worth having and centres all educational and school system decisions around the pivotal question: "Will this make a positive difference to our students/school"?

Our school fosters equity and excellence of opportunity in learning and life experiences for all students, staff, parents/carers and the wider community, irrespective of background or individual challenges.

We encourage students to take responsibility for building essential skills in literacy, numeracy and future focused learning and to value themselves, their learning own success as well as developing empathy and respect for others.

We are committed to, teach and promote knowledge, skills and understanding of multi-cultural, Aboriginal and environmental perspectives, in all learning experiences.

School context

Jasper Road Public School is located Baulkham Hills, Western Sydney set in spacious and attractive grounds. Enrolments have been increasing steadily over the last 5 years, with a current population of 755 students, including 27 students with disabilities (physical, autism and/or intellectual disabilities) in 4 Support Unit classes. In addition, approximately 40% of the school's student population is from a Non-English Speaking Background (NESB). The school provides a broad academic curriculum, differentiated to individual student need. In addition to emphasising quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross-curricular and extra-curricula learning experiences, to extend and enrich student learning. Our whole school community values excellence in academic achievement, the Creative Arts, Sport, Student Leadership, Public Speaking, Environmental programs and future focused learning, empowered by contemporary technology. The school enjoys considerable support from the community and has an active P&C. Jasper Road is one of eight schools that make up The Hills Learning Community, which includes our two local high schools.

School planning process

The 2015-17 School Plan was centred around the key principles of the Melbourne Declaration as well as Sinek's Golden Circle, on the "Why" followed by "What" and "How" linked to the NSW DEC 5P planning model. The JRPS School Plan was developed in strong consultation with the whole school community incorporating:

- Teacher professional learning sessions around the final year of the School Plan cycle and the way forward with the 2015 School Plan;
- SMART targets aligned with our school purpose, processes, practices, people and products informed by external as well as quality school data, analysis of the school learning environment, evaluation at all levels (whole school; Stages; classes; each student);
- School Plan forward direction meetings, staff "think tanks", TPL sessions with Executive then teaching and support staff as well as the parent/carer community, to collate evaluation of our school as at 2014;
- School Surveys to students, staff and parents/carers based on school curriculum and satisfaction with current processes, practices, people and products;
- Professional Learning and parent/community interactive discussions were held presenting the NSW DEC School Plan PowerPoint, personalised for our school and seeking forward directions for JRPS. Staff/community were invited to present ideas and evaluate:
 - ↻ What JRPS does well and why?;
 - ↻ Current quality learning; leadership; environment were not meeting outcomes or providing a positive balance of value for effort;
 - ↻ Current school systems and structures (learning, leadership, communication, finance, environment, technology etc.);
 - ↻ Current school environment (from classrooms through to the physical environment);
 - ↻ Future directions for JRPS?



Purpose:

JRPS will offer quality, differentiated, meaningful and challenging learning experiences that provide current and future students with an education worth having. JRPS staff will engage with our community to deliver a high standard of future focused, developmental learning experiences that support every student to strive to be a successful, confident, creative learner and positive global contributor.



Purpose:

The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.



Purpose:

The JRPS school community recognises and takes individual and collective responsibility for a cooperative, collaborative, inclusive, accountable and sustainable learning culture and environment. A high standard of success for every person, process, product and practice is the school's core purpose; underpinned by effective and interactive communication paths that support the delivery of key reforms.



Strategic Direction 1: Quality Learning Experiences

Purpose

JRPS will offer quality, differentiated, meaningful and challenging learning experiences that provide current and future students with an education worth having. JRPS staff will engage with our community to deliver a high standard of future focused, developmental learning experiences that support every student to be a successful, confident, creative learner and positive global contributor.

Improvement Measures

- ❖ NAPLAN analysis/suggested teaching strategies inform planning, teaching and assessing of improvements in learning outcomes in Literacy and Numeracy skills, particularly in the top 2 bands;
- ❖ Best Start (PLAN) data strategically informs the planning, teaching and assessing cycles aligned with NSW DEC Continuums and evidenced in programs and lesson study;
- ❖ >80% of Kindergarten students exit at instructional Reading Level 9 or above and independently writing 24 or more words;
- ❖ >80% of Year 1 students exit at instructional Reading Level 18 or above;
- ❖ >80% of Year 2 students exit at instructional Reading Level 25 or above;
- ❖ L3 and Reading Recovery methodology is evident K-6 (as appropriate);
- ❖ School projects for differentiated learning (JASPER and JEWEL) are planned, implemented, evaluated using CTJ and demonstrate student measurable improvement.

People

Students: Students are explicitly taught evaluative and feedback processes towards improving their learning outcomes and to set future success goals. Students actively engage as quality learners in the classroom and home environments and develop future focus skills in all Key Learning Areas. Students develop resilience, knowledge and understanding of concepts and demonstrate independent, collaborative, creative and critical work skills to support their success with all learning. Students understand and exhibit the JRPS STAR values in their daily school life.

Staff: Staff analyse external and school data within 5 week learning and teaching cycles, each semester and annually, (as appropriate) to inform their planning, programming, teaching and assessing cycles.

Staff develops skills in using CENTRAL systems for tracking and updating student progress, and student directed learning and engagement. Students with Learning and Support needs (learning challenges from under-achieving through to GATS) are acknowledged, responded to and their learning needs met everyday.

All staff engage with National Standards for accreditation and maintenance of proficiency. Senior Leadership team leads annual reviews of curriculum and student improvement. The Learning and Support Team develop, monitor and support PLASSTs for students identified in the NCCD.

Processes

- Teachers in Kindergarten and selected teachers in Stage 1 undertake L3 Year 1 and OPL training respectively;
- Additional teacher (Executive) undertakes Reading Recovery training in 2015;
- Teachers are provided ongoing professional learning in Complex Thinking Skills and GATS contemporary learning theory, including introduction and access to quality resources, programs and assessment tools;
- Consistent assessment and learning schedules, linked to the individual and collective learning requirements K-6 are reviewed, adapted, developed and cooperatively implemented K-6;
- Annual evaluation of effectiveness and consistency of quantitative and qualitative data availability and effectiveness for individual student assessment and reporting;
- Monitor student achievement and growth data in external data including:
 - ↪ NAPLAN
 - ↪ L3
 - ↪ READING RECOVERY
 - ↪ PLAN (BEST START)
 - ↪ ICAS attainment levels
- Monitor and analyse student achievement and growth data in school based standardised, observational and anecdotal formative and summative data;

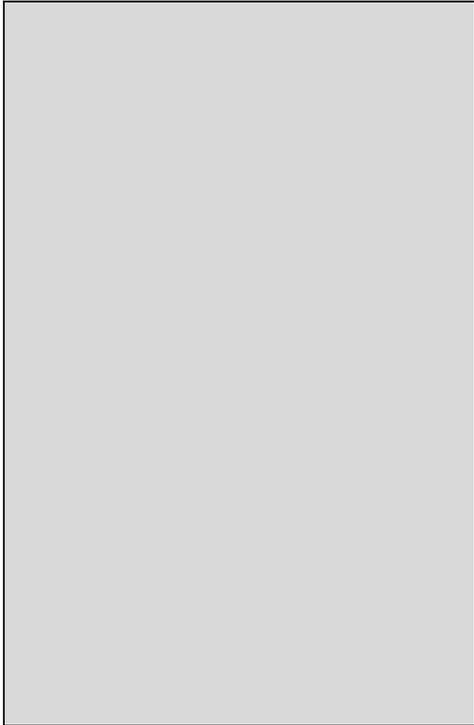
Products and Practices

Product:

- Minimum of 5% increased number of students at or above (achieving) and top bands (proficient) in NAPLAN for Years 3 and 5 in Literacy and Numeracy;
- >90% students achieve NSW DEC benchmarks in Literacy and Numeracy Continuums;
- School assessment data K-6 demonstrates improved number of student numbers attaining Sound, High and Outstanding in Semester Report data;
- Higher number of students at or above expected level of achievement in school based and external data;
- Differentiated curriculum and lesson delivery accounts for learning abilities and styles of all students;
- Evidence of increased staff knowledge, skills and understanding of conceptual based learning programming aligned to new NSW DEC Syllabuses with a cross-curricular implementation evident in programs;
- Identified students successfully engage with and complete quality project in Project JASPER;
- Implementation of writing project JEWEL K-6 to build consistency in planning, teaching and assessment of writing on criteria-based data with improved CTJ evident;

Practice:

- All teachers develop a Performance and Development Plan (PDP) aligned to 2015 NSW DEC Performance and Development Framework;
- Increased student directed learning;



Parents/Carers: Families engage in their children's learning and acknowledge the importance of good attendance patterns and punctuality of arrival to school. Families maintain proactive, respectful, interactive communication paths with all relevant teaching, leadership and support personnel, to support student success and a school/home knowledge of student engagement, positive behaviour goals, attendance and academic performance. Families attend and engage with school based learning support workshops and information sessions.

Leaders: The school senior leadership team annually assesses any learning area/s that may be underperforming. They will then develop and undertake teaching, professional learning and evaluation processes required to improve student success in the identified learning area/s.

- Consistent assessment and learning schedules, linked to the individual and collective learning requirements K-6 annually evaluated for teacher delivery efficiency, data effectiveness and consistency of quantitative and qualitative data availability and effectiveness for individual student assessment and reporting;
- Review programs and practices to ensure differentiated learning evident through:
 - ↳ Performance and Development Framework;
 - ↳ NCCD data harvest;
 - ↳ PLASST (Support Unit and Mainstream);
 - ↳ Evaluations of Teacher Programs and Lesson Observations;

- Implement student well-being and LaST data directly into SENTRAL;
- Consistent tracking and updating of student progress with PLAN and school based assessment requirements;
- Staff and students can identify improved explicit feedback mechanisms in place in every classroom;
- Students use a greater variety of methods to demonstrate achievement of outcomes;
- Implement writing project JEWEL and GATS Project JASPER in 2015;



Strategic Direction 2: Quality Learning Leadership

Purpose	People	Processes	Products and Practices
<p>The school will proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning.</p> <p>Improvement Measures</p> <ul style="list-style-type: none">❖ Implementation of NSW Professional Development Framework;❖ All Kindergarten teachers undertake L3 training in 2015;❖ All teachers have evidence to demonstrate their progress and plans to map out their own development in line with the Performance and Development Framework, including completion of Professional Development Plans (PDPs) and negotiation of a minimum of 2 observations annually by respective supervisors/negotiated colleague;❖ Professional Learning workshops (external and school-based) in curriculum (new NSW syllabuses); differentiation of student learning and school GATS projects;❖ Continued implementation of mandatory NSW DEC Teacher Professional Learning;❖ Beginning Teacher Professional learning mentoring, programming and release from face-to-face teaching is aligned with NSW DEC policy and procedures and evidenced	<p>Students: Students understand and set meaningful learning goals, self-assess and review regularly. Develop new learning strategies to gain a better understanding of their learning and improved outcomes. Develop skills to think deeply and critically and make relevant connections.</p> <p>Staff: Staff undertake professional learning in key curriculum areas, as well as identified school targets including differentiated learning. Through collaborative learning staff develop the mindset that forming respectful relationship of trust is important to achieve growth. Through discussion staff are able to identify and use data to develop their learning and teaching programs.</p> <p>Parents/Carers: Parents/carers are aware of the importance of shared goals to meet identified learning and wellbeing needs for every student, to ensure outcomes are achieved.</p> <p>Community Partners: Through strong communication the community is aware of the annual and future planned school goals and place importance on the need to work together towards a goal.</p>	<p>Processes</p> <ul style="list-style-type: none">• Staff Professional Learning in the new NSW Syllabuses (Australian Curriculum) to facilitate collaborative planning, programming and assessment practices K-6.• Innovative classroom practices are developed through the Performance and Development Framework resulting in enhanced, differentiated teaching practices using innovative educational programs, strong resource and financial management and connected school/community partnerships.• Promote the professional learning of all staff by creating a culture where teachers and leaders learn from each other, become collaborative team players and have the shared goal to enhance student outcomes. <p>Evaluation Plan Staff surveys to review leading and management of school performance. Formal and informal classroom observations and structured feedback sessions timetabled and evident. Regular collegial professional sharing sessions timetabled and evident. The school will develop targeted programs and strategies to improve these areas as required. Track progress of all staff towards accreditation and/or proficiency maintenance of National Standards linked to AITSL timelines. Promote and support staff to attain accreditation at higher levels.</p>	<p>Products and Practices</p> <p>Product:</p> <ul style="list-style-type: none">• Staff PDPs outline pathways aligned to the National Teaching Standards for their continued development as Quality Teachers.• All programs and assessment data demonstrate evidence of alignment with NSW syllabus outcomes and consistently track student progress as required by the school and/or NSW DEC assessment schedules.• All programs demonstrate evidence of teacher's ability to differentiate learning for students and embed complex thinking strategies and evidence of GATS learning theory where relevant.• Kindergarten teachers successfully complete L3 training.• All staff K-6 has evidence of embedding literacy, numeracy and problem-solving learning an teaching strategies across all the curriculum areas. <p>Practices:</p> <ul style="list-style-type: none">• Staff will observe each other's practices for review, reflection and/or mentoring.• Teacher expertise will be shared K-6.• Staff will explicitly teach English and Mathematical skills (as relevant) across all curriculum areas.• All teachers develop a PDP aligned to 2015 NSW DEC Performance and Development Framework.• The Executive will monitor staff improvement of knowledge, skills understanding of GATS teaching practices, evidenced in teaching practices and improved student engagement/outcomes.• Beginning Teacher and Mentor programs are evident in school practice.



- ❖ in school practices and products.
- ❖ Teacher/Parent/Student surveys indicate positive alignment and a measurable impact between Teacher Professional learning and improved student success in Literacy and Numeracy;
- ❖ 2015-2017 NAPLAN results in Literacy and Numeracy and Writing indicate sustained growth between Year 3 and Year 5 and positive trends, particularly in the top 2 bands.

Leaders:

School Leadership team differentiate their supervision and support of all staff, to provide support and mentorship, relevant to the knowledge and experience of every staff member.

All Executive identify, plan, support and evaluate strategic professional learning goals for each teacher/support personnel in their team and report on their team's individual and collective improvements, professional learning achievements and areas for development.

Executive demonstrate evidence of exemplary teaching, assessment, reporting, supervising and mentoring practices in programs, executive meeting discussions, lesson observations.

The Executive initiate, develop and lead targeted professional learning.

The Executive understand the need of working cohesively as a leadership team to support the school's systems and practices.

Current and aspirational school leaders will be given opportunities to lead and manage key projects at school, to develop their leadership and management capabilities through TPL and professional readings.

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Strategic Direction 3: Quality Learning Environment

Purpose

JRPS school community recognises and takes individual and collective responsibility for a cooperative, collaborative, inclusive, accountable and sustainable learning culture and environment. A high standard of success for every person, process, product and practice is the school's core purpose; underpinned by effective and interactive communication paths that support the delivery of key reforms.

Improvement Measures

- ❖ Staff demonstrate confidence and capacity to use SENTRAL for Learning and Support and PBL data;
- ❖ Increased community participation in school/community information sessions, workshops and fundraising events;
- ❖ Sustained high levels of student engagement in learning and positive behaviour outcomes;
- ❖ Evidence of strong, positive school/home communication for student learning and life outcomes;
- ❖ Strong school financial and management systems, products and practices, support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment;
- ❖ School and P&C financial goals for school environment improvement are met annually.

People

Students:

Students demonstrate knowledge and understanding of PBL and JRPS Star Expectations. Students participate in school programs that promote resilience, respect and cooperative relationships with peers and adults as well as improved engagement with academic learning.

Staff:

Develop staff ability and capacity to build and/or enhance strong, positive and authentic community, parent/carer and student relationships towards positive, inclusive communication pathways.

Parents/Carers:

Parents/carers promote and follow school PBL practices. Build and strengthen positive school/home relationships and communication paths, to empower positive student academic and life skills.

Community Partners:

Promote partnerships of collaboration and involvement in the wider community, including the Hills Learning Community.

Leaders:

All Executive identify, plan, support and evaluate strategic professional learning goals for each teacher/support personnel in their team and report on their team's individual and collective improvements, professional learning achievements and areas for development. Senior leaders develop capacity and confidence in all staff to proactively build strong, positive communication pathways with parents/carers and the wider community. The Principal and Executive monitor and

Processes

- Teachers are trained to use SENTRAL for all student Learning and Support and PBL data.
- Improve upon existing communication processes and pathways between the school and community.
- Continue to develop and mentor members of SRC to enhance their profile, involvement and ideas for school improvement.
- Continue to develop leadership, contributions and capabilities of Learning and Support Team members, including pathways with School Chaplain and School Counsellor programs.
- Student learning and staff professional learning projects with the Hills Learning Community are discussed, planned and implemented by the respective school Executive teams.

Evaluation Plan

- Regular monitoring of P&C attendance and participation and other community event/fundraising data.
- Regular monitoring of school's finances and ability to meet all learning and infrastructure targets through effective financial/business management.
- Annual school surveys measure school culture and community satisfaction in the areas of curriculum, student well-being, teaching, leadership and communication.

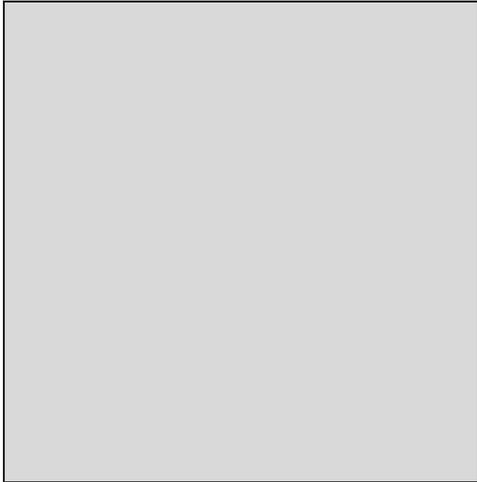
Products and Practices

Product:

- The school's implementation of curriculum, PBL and Child Protection programs and practices, promotes the cognitive, social, emotional, physical and spiritual well being of every student.
- The school's adherence to NSW DEC Code of Conduct policy and procedures and WH&S practices promotes ethical, cooperative relationships between all staff and community members and safe work practices.
- Students' engagement with PBL evident in the number of students progressing through the "STAR" behaviour system.
- Students demonstrate that they recognise and respect cultural and personal diversity in students, staff and families.
- Our school community articulates and is positive about the school's strategic directions, programs, systems and practices, evidenced in annual school surveys.
- Improved positive feedback of the quality of Teacher practices and accuracy of assessment data at Student/Teacher/Parent/Carer Conferences.
- Increased attendance at School Information sessions on school structure and planning.
- Positive and respectful relationships across the school community are evident in school events and communication paths.

Practice:

- There is a common PBL language by all staff when addressing student discipline and behaviour.
- Students, staff, families and community



implement school finance and business systems, that facilitate implementation of all learning programs, school infrastructure, the school's physical environment and WH&S practices.

- Parent/carer sessions are held to provide information and give time for interactive discussions on school structures, students learning programs and school goals.

- members actively recognise and seek to support, contribute to and achieve school goals and targets.
- A positive school culture is evident in student, staff, parent/carer communication pathways.
 - Students demonstrate pride and enthusiasm for the school by wearing the school uniform, actively participating in and/or contributing to school learning and extra-curricular experiences.
 - The school provides regular opportunities to showcase positive student achievements.
 - The school demonstrates productive, positive relationships with the NSW DEC and relevant external agencies.

