



# 2015-2017 School Plan (2016)

Jasper Road Public School  
(4382)

A.



Activate

C.



Cultivate

T.



Transform



Education & Communities

Public Schools NSW



## 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 770 students, including 36 students with disabilities (physical, autism and/or intellectual disabilities) in 5 Support Unit classes. In addition, approximately 49% 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 2016 School Plan;
- SMART targets aligned with our school purpose, processes, practices, people and products informed by external as well as rigorous school data, analysis of the school learning environment namely, 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 community, to collate evaluation of our school as at 2015 for 2016;
- School Surveys to students, staff and parents/carers based on BOSTES curriculum and extra-curricular learnings, satisfaction with current systems, 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?;
  - ↻ Quality learning; leadership; environment that were not meeting outcomes or providing a positive balance of value for effort;
  - ↻ School systems and structures (learning, leadership, communication, finance, environment, technology etc.);
  - ↻ Current school environment (classrooms through to the physical environment);
  - ↻ Future directions.





**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 for improvements in Literacy and Numeracy skills;
- ❖ 2015-2017 NAPLAN results in Literacy and Numeracy and Writing indicate 1-2 skill bands growth between Year 3 and Year 5 with 5% increase of students in top 2 bands for Reading and Numeracy.
- ❖ 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);

## People

**Students:** Students are active learners in their school/home environments and take responsibility for their progress/future success goals, using evaluative thinking and explicit feedback. Students develop resilience, knowledge and understanding of concepts and demonstrate independent, collaborative, creative and critical work skills, to support their success. Students exhibit the JRPS STAR values in their daily school life.

**Staff:** Staff engage in external and school-based professional learning including L3, supported by mentoring, coaching and collaborative practices to design, using Destination Design processes, differentiated learnings for improved student outcomes. Staff understand and utilise data analysis (including SENTRAL) to consolidate the evidence-based culture of the school.

Teachers and Executive engage with the Standards for Teachers for accreditation and maintenance towards continual reflective, Quality Teaching.

### Parents/Carers:

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.

## Processes

- analyse external and internal data within 5 week learning and teaching cycles, each semester and annually, (as appropriate) to inform evaluation of planning, programming, teaching and assessing cycles.
- utilise methodology of L3 in Kindergarten and Year 1, assessing data trends on improved outcomes;
- Students plotted on Literacy/Numeracy Continuums with PLAN to drive the teaching & learning cycles including improving student outcomes;
- with Learning and Support needs (learning challenges from under-achieving through to GATS) are acknowledged, responded to and their learning needs met everyday. The Learning and Support Team develop, monitor and support PLASSTs for students identified in the NCCD.
- 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 as evidence for student improvement;
- Ongoing teacher professional learning in contemporary learning theory/complex thinking skills, effective feedback, Destination Design (backward mapping) and Focus on Reading to meet differentiated needs of all students;

## 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 increased numbers of student attaining Sound, High and Outstanding in Semester Report data;
- Staff demonstrate 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 demonstrates increase of teacher CTJ of assessment of writing criteria K-6 aligned with syllabus expectations.

### Practice:

- All teachers demonstrate alignment of teaching and professional learning with their Performance and Development Plan (PDP);
- All staff are committed to our vision statement that *Every Child Will Succeed with an Education Worth Having*, with continual evaluative thinking methods used to reflect on the impact of teaching practices on student outcomes, referenced against cross-curricular requirements of the new NSW syllabuses. This will be achieved



❖ School projects for differentiated learning (JASPER and JEWEL) are planned, implemented, evaluated using CTJ and demonstrate student measurable improvement.

**Leaders:** Leading learners support, engage, model, implement and evaluate effective learning, assessment and analysis strategies, based on current research and data, to improve optimal student achievement in every classroom.

- Evaluate Destination Design processes within programming, assessing and reporting processes as to data available K-6 & evidence of impact on improved student outcomes.

through professional learning (external & school based), coaching and mentoring from identified quality school practitioners and lesson study;

- Quality pedagogy and consistency in teacher judgement is achieved incorporating Destination Design in programming, teaching, assessment for whole school evaluation, professional learning and strategic planning;
- Teachers and Executive implement writing project JEWEL and GATS Project JASPER in 2016-17;

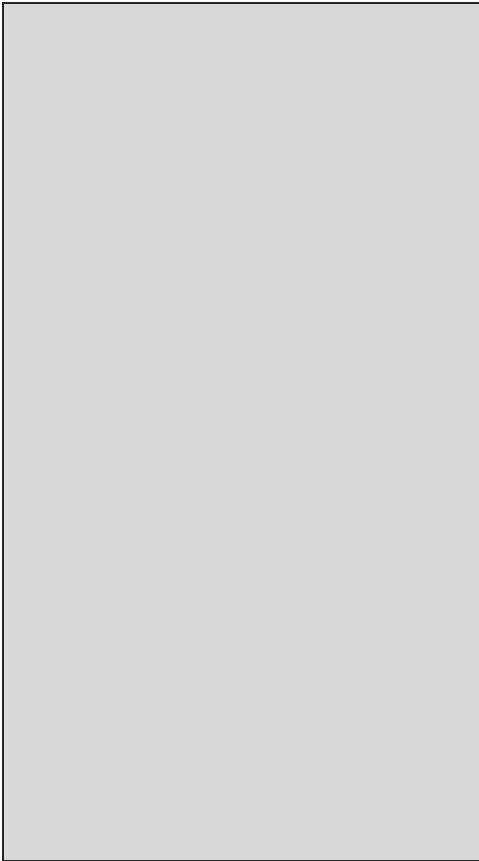


# Strategic Direction 2: Quality Learning Leadership

Purpose	People	Processes	Products and Practices
<p>The school will proactively build the capabilities, confidence of staff as learners, teachers and leaders, to sustain an evidence-based culture of high expectations for success. Staff members recognise their responsibility to engage with identified effective, respected research/methodology to lead future focused innovation in quality teaching 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><b>Students:</b> Students set meaningful learning goals, self-assess and review regularly leading to an increased understanding of their strengths and areas for improvement; Develop new future-focused learning strategies to gain a better understanding of why they need particular “learnings”, how they learn and what to learn to improve their outcomes. Develop skills to think deeply and critically, choose research paths that will make relevant connections and reflect on the significance of their learning on improved academic outcomes as well as life-learnings.</p>	<ul style="list-style-type: none"><li>• Leadership to improve teacher quality is aligned to the professional teaching standards that include professional learning and feedback in line with new performance and development processes, resulting in highly trained, confident and competent professionals;</li><li>• The school supports a collaborative culture where teachers and leaders learn from each other, exhibit a team ethos and have the shared goal to enhance student outcomes.</li><li>• Current and aspirational school leaders are supported with opportunities to lead and manage key projects at school, to develop their leadership and management capabilities through TPL and focus on unpacking elements for attaining higher levels of accreditation at Highly Accomplished and Lead;</li><li>• Through training and implementation of LMBR in 2016, the streamlining of administrative, financial communication and organisational workflows through Business Intelligence and Business Reforms, including Work Health and Safety Requirements.</li></ul>	<p><b>Product:</b></p> <ul style="list-style-type: none"><li>• 100% of staff accredited at proficient by end of 2017 with 5-10% of staff working towards higher levels of accreditation.</li><li>• Overall greater than 75% students, staff and community are satisfied with the school learning culture, evidenced in Tell Them From Me Survey data.</li><li>• Increase in number of staff undertaking leadership of projects and/or Stages within the School;</li><li>• Successful timeline of implementation of LMBR achieved against DoE requirements in 2016-17 with minimal disruption or negative impact at the school level;</li><li>• All programs and teaching pedagogy demonstrates evidence of teacher’s improved ability to differentiate learning for students and embed complex thinking strategies and evidence of implementation of Destination Design;</li><li>• All teachers develop a PDP aligned to 2015 NSW DEC Performance and Development Framework which indicates improved outcomes for students as a result of undertaking, cultivating and improving their success with identified goals.</li></ul>
<b>Improvement Measures</b>	<p><b>Staff:</b> Staff undertake professional learning in key curriculum areas, as well as identified school targets including differentiated learning and Destination Design. Through collaborative learning staff develop the mindset that forming respectful relationship of trust is important to achieve growth. Reflect on their professional practice and are supported through professional learning to have a clear understanding of the Australian Teaching Standards and accreditation processes.</p>	<p><b>Evaluation Plan</b> Tell Them From Me surveys introduced, analysed and reflected upon for future directions in 2016-2017. Backward mapping and reporting against milestones by the leading group including feedback from the leading team. Staff surveys to review leading and management of school performance. Formal and informal classroom</p>	<p><b>Practices:</b></p> <ul style="list-style-type: none"><li>• Teaching and learning practice is based on professional learning plans, integrated with performance and development process and linked with individual professional needs, linked with school priorities;</li><li>• Staff explicitly teach English and Mathematical skills (as relevant) across all curriculum areas using Destination Design methods to improve the</li></ul>







**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 to make a difference in the lives of students, staff and the community.

**Leaders:**  
School Leadership team differentiate their supervision and support to coach, mentor and support as 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.

observations, Colleague 2 Colleague reflections and structured feedback sessions timetabled and evident.  
Track progress of all staff towards accreditation and/or proficiency and higher levels of National Standards linked to AITSL timelines.  
Evaluation of successful implementation milestones of LMBR in 2016-2017 and the impact of this Business Reform on the efficiencies of administration and financial management within the school.

collaborative and critical thinking practices for students including effective feedback mechanisms;

- Mentoring/Coaching of staff builds capacity and leads to targeted and sustained distributive leadership across the school;
- Students and Staff demonstrate engagement with Activate, Cultivate, Transform platform with their own learning and self-responsibility for improvement, towards transformative learning at all school levels.



# Strategic Direction 3: Quality Learning Environment

## 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.

## Improvement Measures

- ❖ Staff demonstrate confidence and capacity to use SENTRAL for Learning and Support and PBL data to underpin identifying and planning future directions in learning and life for all students @JRPS;
- ❖ Increased community satisfaction and participation in school and 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;
- ❖ Parent/community satisfaction evidence through strengthened positive participation in P&C, data from TTFM Parent Surveys.

## 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 in order to improve the educational, social and emotional journey of every child.

### 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

## Processes

- Teachers are trained to use SENTRAL for all student Learning and Support and PBL data in order to maintain accurate, meaningful data on student attainment, improvements and challenges.
- Evaluate and improve upon existing communication processes and pathways between the school and community including identifying alternate digital pathways.
- Develop and mentor members of SRC to enhance their profile, leadership contributions, 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 towards evidence of continual school evaluation and improvement.

### 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

## Products and Practices

### Product:

- Tell Them From Me Surveys indicate satisfaction with school culture and practices at >75%.
- >80% students, staff, community members and school networks, value the contribution of positive working relationships towards improved student learning outcomes in academic and life measures;
- Use of SENTRAL data increased and is measured against Learning and Support Team's and Executive knowledge of student data and timely support and interventions for targeted students;
- The School's 2016 School Excellence Framework Survey, indicates movement between Delivering, Sustaining & Growing and Excellence on Well-being measures for students, staff and the community;
- Positive and respectful relationships across the school community are evident in school events and communication paths.

### Practices:

- There is a common PBL language by all staff when addressing student discipline and behaviour.
- Students demonstrate that they recognise and respect cultural and personal diversity in students, staff and families.
- A positive school culture is evident in student, staff, parent/carer communication pathways.
- The school provides regular opportunities to showcase positive student achievements with opportunity for student, staff and community







parents/carers and the wider community. The Principal and Executive monitor and implement school finance and business systems, that facilitate implementation of all learning programs, school infrastructure, the school's physical environment and WH&S practices including the 2016 implementation of LMBR.

school culture and community satisfaction in the areas of curriculum, student well-being, teaching, leadership and communication.

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

feedback and evaluation.

- The school demonstrates productive, positive relationships with the NSW DEC and relevant external agencies including staff knowledge of and community with the Learning and Engagement team at Nirimba Education Precinct.
- 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.

