



Jasper Road Public School



School Plan

2011

Jasper Road Public School Plan for 2011

School context
<p>Jasper Road Public School, set in spacious and attractive grounds, provides an excellent education for all students. The school has an enrolment of 720, with 43 % LBOTE students, School leadership includes an experienced executive with a Deputy Principal and 5 Assistant Principals. In addition to emphasizing literacy and numeracy, the school provides a range of extra activities to extend and enrich student learning. We value excellence in academic achievement, the arts, sport and technology. Jasper Road Public School has outstanding environmental education programs which have gained many awards. In 2011 there will be 31 classes at Jasper Road. The school also caters for students with disabilities both in the regular classrooms and in 4 support classes - 3 support classes for students with physical disabilities and a multi-categorical class. The school's inclusive education practices have received recognition within the broader education community.</p>
Priority Areas (3 Year horizon)
<ul style="list-style-type: none"> • Literacy • Numeracy • Connected Learning
Targets (1 year horizon) 2011
<ul style="list-style-type: none"> • In Reading for Year 3 students, there will be an increase in the number of students achieving at or above minimum standards from 95% to 97%. Students in the top two bands will increase from 58% to 61%. In Year 5 there will be an increase in the number of students achieving at or above minimum standards from 95% to 98%. Students in the top two bands will increase from 43% to 58%. In Year 2 75% of students will achieve Reading Recovery level 26 (64.2% in 2010). • In Writing for Year 3 students there will be an increase in the number of students achieving at or above minimum standards from 99% to 100%. Students in the top two bands will increase from 66% to 80%. In Year 5 there will be an increase in the number of students achieving at or above minimum standards from 99% to 100%. Students in the top two bands will increase from 47% to 60%. • In Numeracy for Year 3 students there will be an increase in the number of students in the top two bands from 46% to 60%. In Year 5 there will be an increase in the number of students in the top two bands from 45% to 50%. • Year 5 achieving greater than or equal to expected growth in Reading will increase from 61.4% to 70%. For Writing, growth will increase from 76.1% to 85%. For Numeracy, growth for students will increase from 63.2% to 70%. • In Numeracy, growth for boys achieving greater than or equal to expected growth will increase from 54.8% to 65%. • 90% of staff demonstrate increased technology skills as measured by CLAS data obtained in December 2011. • No mainstream Aboriginal student below the National benchmarks for Literacy or Numeracy. • Overall score data on the School-wide Evaluation Tool (SET) data indicates an improvement from 50.5% in 2010 to 70% in 2011.

The plan has been endorsed and approved by:							
Principal:	Mary-Anne Martin	Date:	16.3.2011	School Education Director:	Kerrie Ikin	Date:	

Principal's initials: _____

School Education Director's Initials _____

Jasper Road Public School Plan

School Priority Area: Literacy

Intended Outcomes:

- Improved development of Reading and Writing skills for students and significant growth in Literacy skills for students tracked from Year 3 to 5.
- Developing and implementing literacy programs appropriate to stages of learning, enhancing student engagement and improving student achievement in Literacy.

Target/s

- In Reading for Year 3 students, there will be an increase in the number of students achieving at or above minimum standards from 95% to 97%. Students in the top two bands will increase from 58% to 61%. In Year 5 there will be an increase in the number of students achieving at or above minimum standards from 95% to 98%. Students in the top two bands will increase from 43% to 58%.
- In Year 2 75% of students will achieve Reading Recovery level 26 (64.2% in 2010).
- In Writing for Year 3 students there will be an increase in the number of students achieving at or above minimum standards from 99% to 100%. Students in the top two bands will increase from 66% to 80%. In Year 5 there will be an increase in the number of students achieving at or above minimum standard from 99% to 100%. Students in the top two bands will increase from 47% to 60%.
- Year 5 achieving greater than or equal to expected growth in Reading will increase from 61.4% to 70%. For Writing, growth will increase from 76.1% to 85%.

Indicators	Strategies	Time Frame 2011				Responsibility	Resource Allocation & Funding source
		T1	T2	T3	T4		
Teaching and Learning programs respond to NAPLAN, Best Start and school data.	<ul style="list-style-type: none"> • Identification of specific target areas through SMART2 analysis and school based data based on rubrics, Best Start/ benchmarking data to enable planning strategies for implementation in teaching/learning programs. Professional Learning re specific t/l activities on the SMART2 site. Teaching strategies saved in shared staff data folder. • Executive lead stage groups to review dimensions of QT Framework in teaching/learning strategies and assessment tasks. • Professional learning in Guided Reading to ensure the strategies utilised in all classes are aligned to enhancing inferential comprehension. • Professional learning for 2-6 staff in the use of Benchmarking Kit • Professional learning in the delivery of strategies such as "Here, Hidden, Head"/Reciprocal Reading , Skimming scanning, cohesion & metalanguage. 	→				Literacy Team, Stage coordinators & staff	
Quality Teaching initiatives are embedded and evident in teaching/learning strategies for Literacy.		→			→	Executive, Staff	
On-going professional development opportunities.		→			→	STL & Literacy team, Consultant	
					→		

<p>Students are supported utilising small group Literacy instruction.</p> <p>Students identified as being at minimum proficiency in Reading and Writing access additional support.</p> <p>Best start assessment is reflected in Kindergarten and Year One programs.</p> <p>Assessment tasks are developed, utilised in a collaborative process.</p> <p>Reading and Writing resources are available for all classes to ensure successful delivery of lessons.</p>	<ul style="list-style-type: none"> Professional learning in staff meetings re establishing and instructing students in small groups. Analysis of NAPLAN data to determine targeted students for support. Parent & Community mentors trained to deliver support programs in small groups, individual tuition & at home. Purchase resources appropriate for older reluctant readers – Learn- A- Bouts (Macmillan). MULTILIT Literacy programs will be utilised. STL has a dual role to support ESL/LD targeted students Best Start training for any new staff to Kindergarten/Year One. Best Start data is used and drives Teaching and Learning programs. Professional learning opportunities at Stage meetings to develop assessment tasks A-E, aligned with syllabus outcomes and incorporates consistent teacher judgement. Implementation of student self-assessment checklists Strengthen staff skills in Writing moderation through the development of rich assessment tasks. Purchase of “Springboards Into Comprehension” Reading material 2-6 aligned to address effective comprehension of texts. CARS/STARS textbooks 3-6. Purchase of 3-6 Benchmarking Kit Relocation of reading resources to Library annex. Purchase of Reading Eggs licence for K/1 students. Purchase of resources to support early Literacy skill development - new home readers Utilisation of rubrics for persuasive texts Develop a timeline for continued use of text type rubrics to inform programming and assess student work. ESL teachers team teachers teaching in all stages targeting Writing & Grammar focusing on 6 writing goals 		<p>Principal & Literacy team.</p> <p>STL teacher, Stage coordinators,</p> <p>STL, SLSO's, Parent/Community mentors.</p> <p>AP ES1, Stage One ES1, Year 1 staff.</p> <p>Literacy team, Stage coordinators, staff</p> <p>Literacy team</p> <p>Literacy team</p> <p>ESL staff</p>	<p>PL \$300</p> <p>PI \$2000</p> <p>Resources, Global budget \$15,000</p>
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<p>Reading and Writing lessons incorporate IT in the delivery of lessons.</p>	<ul style="list-style-type: none"> • In class professional learning opportunities to embed IT into Literacy teaching practice utilising SMARTBOARD technology. IWB lessons saved in staff share. • Staff continue to share resources via shared staff data folder • Staff access Notebook and Connected Learning opportunities via the DET portal Learning Systems. • Writing websites including SMART teaching/learning activities & EMSAD resources are linked to staff share data. Information published in Weekly diary. • Monday note is used to showcase and celebrate writing & to guide parents to websites & other resources. • Use of IWB and related software to garner the interest of technologically savvy students. 					<p>IT coordinator & IT stage coordinators</p> <p>Staff</p> <p>Literacy team</p> <p>Principal</p> <p>Staff</p>	
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Jasper Road Public School Plan

School Priority Area: Numeracy

Intended Outcomes:

- Improved development of Numeracy skills for students and significant growth in Numeracy skills for students tracked from Year 3 to 5.
- Developing and implementing numeracy programs appropriate to stages of learning, enhancing student engagement and improving student achievement.

Targets:

- In Numeracy for Year 3 students there will be an increase in the number of students in the top two bands from 46% to 60%. In Year 5 there will be an increase in the number of students in the top two bands from 45% to 50%.
- For Numeracy, growth for students will increase from 63.2% to 70%.
- In Numeracy, growth for boys achieving greater than or equal to expected growth will increase from 54.8% to 65%.

Indicators	Strategies	Time Frame 2011				Responsibility	Resource Allocation & Funding source
		T1	T2	T3	T4		
<p>Maths framework program is the key focus for Numeracy instruction in all classes.</p> <p>Quality Teaching initiatives are embedded and evident in teaching/learning strategies for Numeracy. Teaching and Learning programs respond to NAPLAN, Best Start and school data.</p> <p>Numeracy instruction in all classes will feature variation and differentiation to cater for a range of abilities.</p>	<ul style="list-style-type: none"> • Professional learning support, team teaching and mentoring of staff to ensure Numeracy is delivered explicitly utilising the Maths Frameworks program. • Staff will be upskilled in the use of the Mathematics Scope and Continuum North Coast Region. 				→	Principal, Numeracy team	
					→	Numeracy team	
	<ul style="list-style-type: none"> • Teaching and Learning programs is aligned to data and syllabus outcomes. • Professional learning for teaching staff in SMART2 analysis. 	→			→	Stage coordinators, staff	
					→	Principal	
	<ul style="list-style-type: none"> • Professional learning for staff to collaboratively plan Numeracy activities which will differentiate instruction to students. • Numeracy planning will incorporate the Quality Teaching Framework. 				→	Stage coordinators, staff	
					→	Stage coordinators, staff	
	<ul style="list-style-type: none"> • Staff will ensure T/L programs are inclusive of required IEP's, PLP's and accommodations to support students. • Numeracy instruction is delivered in graded groups within Stages 1 & 2. 				→	Stage coordinators	
					→	Staff	

<p>Boys who are not performing well in Numeracy will be identified and supported.</p> <p>Improvement in growth in Numeracy skills is evident for students from Year 5 to 6 utilising ESiM data.</p> <p>Implementation of a revised school assessment strategy in Numeracy.</p> <p>Implementation of strategies to support teaching and learning of Numeracy in classes.</p>	<ul style="list-style-type: none"> • Stage 3 staff will use Counting On strategies to address Stage 3 student needs. • In class professional learning opportunities to embed IT into Numeracy teaching practice utilising SMARTBOARD technology. • Implementation of the Thresholds Concepts Project with partner schools through ESiM project. • Rich assessment tasks are developed in line with syllabus outcomes in a collaborative process. • Development of the Newman's Analysis Framework into class lessons to assist students to become more metacognitive when answering complex questions. • Literal and inferential comprehension activities are included in Numeracy sessions. • Continued integration of technology into Numeracy sessions. • Continued use of Count Me In Too strategies 		<p>Numeracy team, SLSO's</p> <p>Numeracy team</p> <p>AP Stage 3, Stage 3 staff</p> <p>Numeracy team,</p> <p>Numeracy team, Executive</p> <p>Staff</p> <p>Staff</p> <p>Stage 2 staff</p>	<p>PL funds days 12 days \$3600</p>
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Jasper Road School Plan

School Priority Area: Connected Learning

Intended Outcomes:

- Improved student engagement in learning as a result of explicit delivery of Teaching and Learning programs using technology in all key learning areas.
- Professional learning opportunities for staff will develop capacity and confidence to develop teaching strategies using technology to engage learners.

Target/s:

- 90% staff will demonstrate increased technology skills as measured by CLAS data obtained in December 2011.

Indicators	Strategies	Time Frame 2011				Responsibility	Resource Allocation & Funding source
		T 1	T 2	T3	T4		
<p>Staff implementation of the QTF, use of Smartboard technology in all classes and demonstration of higher expectations for students will assist them to become self motivated, independent workers.</p> <p>90% of staff demonstrate increased technology skills as measured by CLAS data obtained in December 2011.</p> <p>Hardware resources are available for all classes to ensure successful delivery of lessons.</p> <p>Up to date information will be available to the staff and community.</p>	<ul style="list-style-type: none"> • All staff will receive regular in class support using Smartboard technology and E Beams with students. • Digital resources are differentiated to meet student needs. • Parents participate in Smartboard workshops activities. • Students, parents and staff understand and adhere to appropriate social and ethical behaviours relating to online safety and wellbeing. • Enhanced staff usage of class wikis and blogs. Teachers already using them become mentors for the rest of the staff. • Continued school based professional learning in Notebook, Yammer, One Note, Word 10, DET Learning System via mentoring, school development days, staff meetings and connected classroom training. • Establishment of an IPad trolley to enhance K-2 student access to technology. • Installation of 4 computers in every classroom and document cameras. • Necessary upgrade of IP configuration to facilitate access to technology • Continuation of 1 day additional release per week for Computer Coordinator to work with and train staff in the use and integration of technology in their classrooms. • The school website will be regularly updated with information. • Implement a fully electronic distribution of the Weekly Diary and Monday Note. • Implement a system of receiving input and feedback from all stakeholders through programs such as Turning Point and Survey Monkey. 				→	IT grade coordinators	<p>PL funds: 2 days \$600</p> <p>Global Funds and Technology Levy \$20220</p> <p>P&C funds \$10 750</p>
					→	Technology team	
					→	Principal,	
					→	Staff	
					→	Technology team	
				→		IT coordinator	
				→		IT coordinator	
				→		IT coordinator/ IT coordinator in training	
					→	IT coordinator	
					→	Technology team	

Jasper Road School Plan

School Priority Area: Aboriginal Education

Intended Outcomes:

- Committed to building greater knowledge of and respect for local Aboriginal culture and to ensure Aboriginal students achieve the same levels of academic success as their non-Aboriginal peers.

Target/s:

- No mainstream Aboriginal student below the National benchmarks for Literacy or Numeracy.

Indicators	Strategies	Time Frame 2011				Responsibility	Resource Allocation & Funding source
		T1	T2	T3	T4		
Aboriginal students are achieving at the same levels as their non-Aboriginal peers.	<ul style="list-style-type: none"> All Aboriginal students will have Personalised Learning Plans designed and planned in consultation with parents/caregivers and staff. PLP's will be re-visited with parents/caregivers to ensure goals are met. 				→	Staff, Aboriginal students, parents & caregivers	PL funds: 2 days \$600
Analysis of class programs indicate Aboriginal studies components have been developed and implemented.	<ul style="list-style-type: none"> Utilisation of historically and culturally appropriate resources Embed Aboriginal perspectives into Key Learning Areas. 				→	Aboriginal Education team, staff	
Attendance data analysis indicates improved attendance rates by Aboriginal students by %	<ul style="list-style-type: none"> Continued implementation of the School Attendance strategy. 				→	Principal	

Jasper Road School Plan

School Priority Area: Student Engagement

Intended Outcomes:

- Reduced number of inappropriate behaviours and improved student engagement is reported.

Target/s:

- Overall score data on the School-wide Evaluation Tool (SET) data indicates an improvement from 50.5% in 2010 to 70% in 2011.

Indicators	Strategies	Time Frame 2011				Responsibility	Resource Allocation & Funding source
		T1	T2	T3	T4		
Students are supported in quality well-being programs and strategies.	<ul style="list-style-type: none"> • The school will implement the Positive Behaviour for Learning program (PBL) which will be coordinated by the Student Welfare team. A PBL action plan will be developed. 	→				Student Welfare team, Regional PBL Consultant, PBL Coach.	PL funds: 4 days \$1200 Global Budget \$5000
	<ul style="list-style-type: none"> • The PBL team will plan a launch for PBL to inform the students and school community about the program. 	→					
	<ul style="list-style-type: none"> • The Student Well-Being team will review and revise the School Discipline Policy in line with PBL implementation. 	→				Student Welfare team, staff	\$100
	<ul style="list-style-type: none"> • School rules will be simplified. Rules will be prominently displayed across all settings including classrooms, external assembly areas, walkways, canteen and front office. 					Student Welfare team	\$1000
	<ul style="list-style-type: none"> • The PBL team will develop visual representation for each rule to help students remember them. 	→					
	<ul style="list-style-type: none"> • Resources will be provided to inform casual staff of the school's rules and behaviour reward system and awareness of the school's emergency procedures. 	→				Student Welfare team	
	<ul style="list-style-type: none"> • Staff will be provided with discipline data summaries at least three times a year. 					Student Welfare team	\$5000
<ul style="list-style-type: none"> • Purchase an appropriate data system (computer software, data entry time) to record and summarise discipline referrals. 				→			