

School plan 2015-2017

Jasper Road Public School 4382



School background 2015–2017

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 total population of 769 students, including 31 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 is centred around the key principles of the Melbourne Declaration as well as Sinek's Golden Circle, on evaluating the “why” followed by “what” and “how” for the school's major projects and systems, linked to the NSW DoE 5P planning model. The JRPS School Plan was developed in strong consultation with our school community incorporating:

- Teacher professional learning sessions on school self assessment, needs analysis and the way forward to ensure measurable improvement for students, staff and the community in each of the three years of the School Plan;
- SMART targets aligned with our school purpose, processes, practices, people and products informed by external as well as school data, analysis of the school learning environment and evaluation of current practices across the school;
- School Plan forward-direction meetings, staff “think tanks”, TPL sessions with Executive, teaching and support staff as well as the parent/carer community, to evaluate our school;
- Surveys to students, staff and parents/carers based on school curriculum and satisfaction levels with current processes, practices, people and products;
- Professional Learning and parent/community discussions were held presenting the NSW DoE school reforms, seeking forward directions for JRPS. Staff/community were invited to present ideas and evaluate what JRPS does well and why?;
- Analysis of current areas of learning; leadership and environment that are not meeting outcomes or providing a positive balance of value for effort;
- Identification of current school systems and structures (learning, leadership, communication, finance, environment, technology etc.);
- Evaluation of current school environment (from classrooms through to the physical environment); and
- Evaluating the future directions for JRPS.

School strategic directions 2015–2017



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 strive to be a successful, confident, creative learner and positive global contributor.

Improvement Measures

- NAPLAN analysis/suggested teaching strategies inform planning, teaching and assessing improvements in learning outcomes in Literacy and Numeracy and demonstrate 5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands.

- PLAN data strategically informs planning, teaching and assessing cycles aligned with NSW DoE Continuums and evidenced in programs/lesson study.

- Greater than 80% Kindergarten students exit at instructional Reading Level 9 or above and independently writing 24 or more words;

- Greater than 80% of Year 1 students exit at instructional Reading Level 18 or above; and

- Greater than 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/JEWEL) are planned,

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 SENTRAL 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

- Analyse external and internal data within 5 week learning and teaching cycles each semester to inform evaluation of planning, programming, teaching and assessing cycles. Students are plotted on Continuums with PLAN to drive the teaching & learning cycles to improve outcomes, using L3 K–1.

- Learning and support needs are identified, supported and met. Learning and Support Team (L&ST) develop, monitor and support students identified in the NCCD. Teacher professional learning in complex thinking skills, feedback, Destination Design (backward mapping) and Focus on Reading meets differentiated needs of students.

- 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.

Evaluation Plan

- External data evaluation (NAPLAN; PLAN; NCCD) with students at/below NMS identified for support by LaST and/or EAL/D teachers;

- School data evaluation every 5 weeks of Literacy/Numeracy assessment including reading levels K–3;

- Learning and Support Coordinator/Team reviews progress of targeted students each term in collaboration with classroom teachers to

Practices and Products

Practices

- All teachers develop a Performance and Development Plan (PDP) aligned to 2015 NSW DoE Performance and Development Framework. All teachers demonstrate alignment of teaching and professional learning with their 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 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 2015–2017 and evaluate annually for improved student engagement, setting of success goals and outcomes.

Products

- School assessment data K–6 demonstrates improved number of student numbers attaining Sound, High and Outstanding in Semester Report data. Minimum of 5% increased number of students at or above (achieving) and

Strategic Direction 1: Quality Learning Experiences

Improvement Measures

implemented, evaluated using CTJ.

People

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.

Processes

implement appropriate support strategies.

Practices and Products

top bands (proficient) in NAPLAN for Years 3 and 5 in Literacy and Numeracy. >90% students achieve NSW DoE benchmarks in Literacy and Numeracy Continuums.

- Evidence of increased staff knowledge, skills and understanding of conceptual based learning programming aligned to new NSW Syllabuses with 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.

Strategic Direction 2: Quality Learning Leadership

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.

Improvement Measures

- Implementation of NSW Professional Development Framework. All teachers have evidence in PDPs 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.
- In 2016, all Kindergarten teachers continue OPL second year of training in L3 and Year 1 teachers their first year of training.
- Professional Learning workshops planned and implemented (external and school-based) in curriculum (new NSW syllabuses) and NSW DoE mandatory training.
- All programs demonstrate evidence of teacher ability to differentiate learning for students including identified NCCD students' accommodations and adjustments, evidence of complex thinking strategies and differentiation of

People

Students

Students understand and set meaningful learning goals, self-assess and review regularly to track improvement. 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.

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 relationships of trust is important to achieve growth. Through discussion staff are able to identify and use data to inform their practice and develop their learning and teaching programs.

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.

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 achieving set goals.

Leaders

School Leadership team differentiate their supervision and support of all staff, to

Processes

- 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.
- Staff Professional Learning in the new NSW Syllabuses (NESA) facilitates collaborative planning, programming and assessment practices K-6.
- Promote the professional learning of all staff by creating a culture where teachers and leaders collaboratively learn from each other, with the shared goal to enhance student outcomes through differentiated learning in every classroom.

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 collegiate 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.

Practices and Products

Practices

- Teaching and learning practice is based on professional learning plans, integrated with performance and development process and linked with professional needs and school priorities.
- Staff explicitly teach relevant English and Mathematical skills across all curriculum areas using Destination Design methods to improve collaborative/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.
- Staff demonstrate engagement with **Activate, Cultivate, Transform** platform embedded in teaching and learning professional accountability for improvement, towards transformative learning at all school levels.

Products

- 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 DoE assessment schedules.
- All programs demonstrate evidence of the teacher's ability to differentiate learning for students and embed

Strategic Direction 2: Quality Learning Leadership

Improvement Measures

student learning aligned with school GATS projects.

- Beginning Teacher Professional learning mentoring, programming and release from face-to-face teaching is aligned with NSW DoE policy and procedures and evidenced in school practices and products.

People

provide 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 school projects, to develop their leadership and management capabilities through professional learning and professional readings.

Processes

Practices and Products

complex thinking strategies and evidence of GATS learning theory where relevant.

- All staff K-6 has evidence of embedding literacy, numeracy and problem-solving learning an teaching strategies across all the curriculum areas, including undertake/complete L3 training K-1.

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 and when available, DoE LMBR systems, for Student Wellbeing and PBL data to enable implementation of strong school financial and management systems, products and practices, to support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.
- Increased participation in school/community information sessions, workshops and fundraising events and school and P&C financial goals for school environment improvement are evaluated and met annually.
- Evidence of strong, positive school/home communication for student learning and life outcomes, including sustained high levels of student engagement in learning and positive behaviour outcomes.

People

Students

Students demonstrate knowledge and understanding of PBL and Jasper Road P.S. (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

Processes

- Continue to develop and mentor members of SRC, enhance their profile, involvement and ideas for school improvement through Student Voice and develop student leadership and communication capabilities.
- School administrative, finance and student well-being systems transition from SENTRAL to DoE LMBR (2017) platforms for efficient and effective communication of student data, implementation of budgetary targets linked with RAM and tracking of outcomes linked with student improvement measures.
- Improve upon existing communication processes and pathways between the school and community.

Evaluation Plan

- Regular monitoring of P&C attendance and participation and other community event/fundraising data.
- Regular monitoring of school finances and ability to meet 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.
- Parent/carer information sessions are held and give time for interactive discussions on school structures, learning programs and goals.

Practices and Products

Practices

- 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. 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; with a positive school culture evident in student, staff, parent/carer communication pathways.
- The school's adherence to NSW DoE Code of Conduct policy and procedures and WH&S practices promotes ethical, cooperative relationships between all staff and community members and safe work practices. Student/Teacher/Parent/Carer Conferences.

Products

- Students' engagement with PBL evident in the number of students progressing through the "STAR" behaviour system.
- Our school community articulates positive feedback through communication paths including surveys on school strategic directions, projects, systems and practices.
- Students, staff, families and community members actively recognise, contribute to and support school milestones and targets.
- The school demonstrates productive, positive relationships with NSW DoE

Strategic Direction 3: Quality Learning Environment

Improvement Measures

People

to proactively build strong, positive communication pathways with 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.

Processes

Practices and Products

and relevant agencies.