School Plan 2018 – 2020

NSW GOVERNMENT | Education & Communities

Public Schools NSW

JASPER ROAD PUBLIC SCHOOL — STRIVE TO ACHIEVE

Jasper Rd Public School

SCHOOL VISION STATEMENT

Jasper Rd Public School is committed to creating a quality learning environment in which all students, staff and community members feel valued, supported and safe.

Students will be resilient, confident and future-focussed, equipped with the knowledge and skills to become empowered life-long learners.

We are committed to providing inclusive, differentiated and innovative learning experiences, setting high expectations for every student.

SCHOOL CONTEXT

Jasper Road Public School is located in Baulkham Hills, North Western Sydney set in a community that is growing in both size and diversity. Enrolments have been steadily increasing over the last 10 years. Our current enrolment of 845 includes five support classes for students with autism, physical or intellectual disabilities.

Jasper Road Public School has a significant blend of cultural backgrounds and languages. The number of students who speak English as an Additional Language and Dialect is 56.3% of the whole school population.

The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasising the core learning of literacy and numeracy, the school provides a range of cross curricular and extra–curricular learning experiences to extend and enrich our students. Our community values future–focused pedagogies resulting in excellence in academic achievement, the Arts, sport, student leadership, environmental initiatives and citizenship. The school enjoys a strong relationship with the P&C who support the holistic teaching and learning programs. Jasper Road Public School is one of eight schools that makeup The Hills Learning Community, which includes our two local high schools.

SCHOOL PLANNING PROCESS

The school's External Validation and the evidence collected in 2017 have guided the development of the 2018–2020 School Plan. By validating our position against the NSW Department of Education's improvement measures, we continue to strengthen our knowledge and understanding of the ongoing pursuit of excellence.

The Jasper Road Public School Plan was developed in consultation with our school community using:

• Teacher professional learning opportunities in all priority areas where staff were invited to express their opinion based on strong pedagogical foundations

• SMART targets aligned with school purpose, processes, practices, people and products informed by external and internal data controls

• Surveys from the school community through the Tell Them From Me survey tool

• A growth mindset approach to school evaluation. Areas that were highlighted and prioritised included teaching and learning, wellbeing, leadership, administration, reform implementation and infrastructure

• An evaluative process with the leadership team to develop the future directions for the school (Principal, Deputy Principals, Assistant Principals, P&C president and School Administration Manager)

School strategic directions 2018 - 2020

STRATEGIC DIRECTION 1

LEARN

STRATEGIC DIRECTION 2

TEACH

STRATEGIC DIRECTION 3

PARTNER

Purpose

Jasper Road Public School will offer visible learning experiences that are differentiated, meaningful and challenging, providing students with the opportunity to become global citizens who have an impact on the world.

Staff will engage their pedagogical knowledge and understanding with their colleagues and wider school community networks to deliver a high standard of future–focused learning, teaching and leading experiences.

High quality teacher professional learning will ensure that all staff understand and collectively engage with the many programs across the school, resulting in all students having access to all facets of quality teaching and learning.

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 is expected to recognise that ongoing deep learning and continuous career development ensures the school has a commitment to evidence–based, relevant and future focused professional educators.

This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning. The conceptual understanding that leadership comes from choices within the person in addition to the development of leadership skills will be promoted at all levels of the school community, engaging internal control systems of leadership.

Purpose

To create a school culture that is professionally supportive, proactive and strengthens community partnerships through the implementation of effective communication frameworks.

The school community works in a diligent and sustainable way to embed a system of values that continues to build a highly developed culture of success.

Strategic direction 1: Learn

PURPOSE

Jasper Road Public School will offer visible learning experiences that are differentiated, meaningful and challenging, providing students with the opportunity to become global citizens who have an impact on the world.

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IMPROVEMENT MEASURE/S

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

Greater than 80% of Year 2 students exit at instructional Reading Level 25 or above.

5% increased number of students at or above National Minimum Standard (NMS) and top 2 bands in NAPLAN (Premiers Priority)

Tell Them From Me data reflects increased student engagement on previous years.

PEOPLE

Staff: Engage students in quality programs, which integrate skills and learning experiences.

Staff: Strengthen and sustain a shared culture of high expectations for success for all students.

Leaders: Identify, evaluate and propose structures and plans to ensure students are supported through Learning Support Team to cater for individual differences.

Leaders: Provide transition practices and a voice for students through school structures and interschool networks to ensure student feedback is reflected in all decisions affecting the school.

Leaders: Provide resources and a framework for learning that supports students and fosters innovative practices.

Staff: Provide students the opportunity to develop thinking and collaboration skills through an inquiry based approach to teaching key aspect of Australian Curriculum documents.

Students: Engage with and invest in extra–curricular activities and promote them within a school environment, whilst developing their skillset, mindset and toolset.

PROCESSES

School to provide high quality hands-on literacy and numeracy lessons linked to school scope and sequence documents and NSW syllabus for the Australian Curriculum.

LST identifies and refers in a timely manner 'at risk' students to appropriate school support programs

Leadership skills are explicitly taught to all students in leadership positions.

Transition processes in place for students moving into High School.

Establish processes to plan, manage and renew assets and infrastructure to meet student learning needs.

School to provide a framework for inquiry and tailor professional learning opportunities around aligning learning experiences and success criteria.

Extra curricula programs have explicit enrolment processes and are clearly timetabled allowing for optimal participation and whole school investment.

PRODUCT AND PRACTICES

Product: Expected growth for all students as displayed in internal data

Product: Increase number of students achieving in the top two bands in mathematics based on 2017 NAPLAN Data

Product: Increase number of students achieving in the top two bands in literacy based on 2017 NAPLAN Data

Practice: Ensure SLSO funding is used to explicitly support students identified as 'at risk'.

Practice: Students have access to leadership opportunities and their voice is heard frequently through a proactive representative council.

Practice: Collaborative practices are embedded within the school creating smooth transitions between schools.

Product: The school learning environment, technology infrastructure and assets, safely and innovatively support future focussed learning practices.

Practice: Develop an asset management plan with community consultation for the continued improvement of infrastructure in the school.

Practice: A scaffolded, inquiry based teaching framework that systematically builds on the skills and knowledge of students across all classes.

Practice: Students have access to opportunities including band, dance and choir beyond the classroom walls to learn and showcase new talents

Strategic direction 2: Teach

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 is expected to recognise that ongoing deep learning and continuous career development ensures the school has a commitment to evidence–based, relevant and future focused professional educators.

This is not only to meet and maintain accreditation with the National Standards, but is our moral responsibility as leaders of learning. The conceptual understanding that leadership comes from choices within the person in addition to the development of leadership skills will be promoted at all levels of the school community, engaging internal control systems of leadership.

IMPROVEMENT MEASURE/S

Evaluations of teacher professional learning will confirm high levels of confidence and implementation by teaching staff.

100% of staff will use varied data (assessment and otherwise) to determine student performance, inform future teaching and provide adapted and differentiated learning opportunities.

100% of teaching and executive staff are actively involved in similar–interest cluster groups to inform, lead and improve their practice of teaching.

PEOPLE

Leaders: Engage all staff in personalised professional development around *Great Teaching Inspired Learning*, using the school's Performance and Development policy as a platform to improve their teaching through negotiated plans, observation and demonstration lessons, and personal and whole school professional learning opportunities.

Staff: Through differentiated professional development that explores their strengths and allows them to develop targeted areas, staff will build capacity to deliver quality evidence based educational programs.

Leaders: Engage beginning teachers in professional development and support that focuses on appropriate structures to support engagement and quality teaching.

Leaders: Develop capacity to analyse and communicate data, focused on monitoring and processing whole school growth and performance

Staff: Support a shared understanding and increase capabilities to implement and sustain quality technological use.

Leaders: Provide resources to support program implementation and be visibly active in this process and drive a philosophy of excellence in innovation.

PROCESSES

Developing a deep, shared understanding of quality teaching across the school, including a framework for lesson observations.

All teachers implement daily literacy and numeracy blocks.

Refine and implement the school's Performance and Development Framework to reflect the Institute of Teachers, Professional Standards expectations for all staff.

Provide explicit and systematic professional learning that meets school and individual needs.

Develop a network to support beginning teachers in improving their professional practice applied to deep knowledge, higher-order thinking, meta-language and communication.

Data monitored in teams with the supervisor and/or leadership team to refine learning programs for groups and individual students.

Provide professional learning opportunities around technology and its effective use in quality teaching programs.

PRODUCT AND PRACTICES

Practice: The school leadership team will adopt a clear and collaborative approach to developing professional learning initiatives that will enhance all teaching and learning programs.

Practice: The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Practice: 100% of teachers participate in quality professional learning led by colleagues with an identified expertise in the delivery of curriculum.

Practice: All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured.

Practice: Beginning teachers will be supported through systems of instructional leadership allowing for mentoring and differentiated professional learning opportunities to meet school and personal targets.

Practice: Teachers analyse and interpret data and collaboratively use this to inform planning, daily interventions and modify teaching practice aligned with NSW DoE Progressions and evidenced in programs and lessons.

Practice: Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Practice: The leadership team will encourage and promote innovative practices in curriculum delivery and will support staff to use evaluation and refinement to measure success.

Strategic direction 3: Partner

PURPOSE

To create a school culture that is professionally supportive, proactive and strengthens community partnerships through the implementation of effective communication frameworks.

The school community works in a diligent and sustainable way to embed a system of values that continues to build a highly developed culture of success.

IMPROVEMENT MEASURE/S

Staff are part of a wider community of excellent practice to facilitate the best learning outcomes for students.

Attendance meets state target of 90%

Increase in number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships

90% of parents recognise the school as warm and welcoming.

PEOPLE

Leaders: Provide quality communication structures to share school information and build upon successful parent and community links. (Communicate)

Leaders: Provide opportunities for parents and the wider community to celebrate school and individual initiatives and successes. (Celebrate)

Leaders: Build awareness and understanding amongst parents of the school focus areas and teaching and learning programs. This will include tips for parents in providing support for their children in school focus areas. (Educate)

Staff: Engage all staff in the assessment and reporting cycle to provide continuous and relevant feedback to parents.

Leaders: Embed a multi–faceted approach where staff wellbeing, student wellbeing and health and safety structures and systems will ensure that everyone is able to operate in a safe and harmonious environment physically, emotionally and structurally.

Leaders: Provide professional learning opportunities to discuss student welfare and positive behavioural systems.

PROCESSES

Development of effective partnerships with parents and community members, meeting the needs of all through clear communication.

Create two-way communication process that support active and frequent collaboration between the school and home.

School to focus on educating parents and community members of current curriculum focus areas.

Workshop timetable for parents established across school to promote quality teaching and learning programs that are occurring.

Revision and implementation of an assessment and reporting system that reflects student learning and provides feedback to parents.

Positive behaviour is explicitly taught in all classrooms P-6.

Implementation of new Attendance Policy ensuring regular monitoring.

Establishment and implementation of an improved and consistent welfare monitoring process following up on referrals and data tracking.

PRODUCT AND PRACTICES

Practice: To support an increasing positive school culture, Jasper Road Public School will continue to build its communication processes including push alerts, electronic sign messages, Facebook, emails, electronic appointment bookings and our new online, multilingual school newsletter

Practice: Strengthened processes that support the celebration of academic, sporting and extra-curriculum achievements to continue to build a positive school culture.

Product: Increased participation in school/community information sessions, workshops and informal events with school and P&C evaluations completed annually.

Product: The school is recognised as systematic, transparent and responsive by its community because it uses best practice to embed a culture of high expectations in assessment and reporting.

Practice: Collaborate within Positive Behaviour for Learning systems to reflect the changing demographic of students and their families using internal control systems.

Practice: Create support systems and processes to reflect the changing needs of health and safety of the school community and its members including school attendance.