

School plan 2018-2020

Jasper Road Public School 4382



School background 2018–2020

School vision statement

NSW Department of Public Education

The NSW Department of Education's strategic plan for 2018–2020 has the vision to be Australia's best education system and one of the finest in the world. Our collective mission is to prepare young people to lead rewarding and productive lives in a complex and dynamic world. At Jasper Road Public School, we embrace this vision.

Our Vision

Jasper Road Public School strives to ensure that every day, every student will receive an education worth having.

Within the School Excellence Framework and *in collaboration with the whole school community we will develop:*

- *responsible global citizens who are creative and critical thinkers,*
- *inclusive, engaging environments* that promote equity and
- excellence in learning, teaching and leading.

Our Mission

Jasper Road Public School fosters equity and excellence of opportunities in learning *and leading;*

- For staff, to build their professional capability as educators and learners.
- For students, to increase their cognitive, social and emotional capacity as independent learners.
- For our community, to encompass a spirit of inclusivity and connectedness to each other and the school.

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 (current 2017 Principal, substantive Principal, Deputy Principals, Assistant Principals, P&C president and School Administration Manager)

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Learning Experiences

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.

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 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.

STRATEGIC DIRECTION 3

Quality Learning Environment

Purpose:

The Jasper Road Public School community recognises and takes individual and collective responsibility for a cooperative, collaborative, inclusive, accountable and sustainable school environment.

To create this dynamic space, a high standard learning environment must be prioritised across the physical, financial and human domains, to ensure success for every student every day, as well as a harmonious workspace for our staff and community members. The impact of this initiative will ensure the development of independence, personal management and wellbeing for all stakeholders.

Strategic Direction 1: Quality Learning Experiences

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.

Improvement Measures

- 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.

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,

People

Students

Engaging with and investing in extra-curricular activities and promoting them within a classroom environment, whilst developing their skillset, mindset and toolset.

Encouraged to continue to voice their opinions about their own learning, school systems and educational discipline through leading programs, personal navigation of project based learning and participation in whole school initiatives, with increasing levels of independence and ownership.

Staff

Actively engaging in specialised professional learning that is differentiated to develop and extend a multi-faceted approach that utilises the skillset and expertise of personnel within the school.

Working closely with community members in partnership for the creation and monitoring of programs to ensure all students realise their potential as learners.

Leaders

Identify, evaluate and propose structures and plans for the teaching staff, individually and collectively, to ensure that the school is meeting the needs of the school community.

Innovate a strong deconstruction of systems to create new ways of engaging teacher professional development of initiatives, reforms and systems using data to inform these decisions.

Processes

- Mentoring of colleagues in effective innovations
- Embedding opportunities for all learners
- Effective leadership of wellbeing through deeper community engagement

Evaluation Plan

School Excellence Framework:

Learning: **Learning Culture; Transitions and continuity of learning**

Jasper Road Public School engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly complex enrolments.

Curriculum; curriculum provision

Students learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

Teaching: **Data skills and use; Data use in planning**

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.

Learning and Improvement; Professional Learning

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective

Practices and Products

Practices

It is a school-wide responsibility to deliver quality mentorship of colleagues in the delivery of innovative professional learning.

- The school leadership team will adopt a clear and collaborative approach to developing professional learning initiatives that will enhance all teaching and learning programs.
- 100% of teachers participate in quality professional learning led by colleagues with an identified expertise and skills in the delivery of curriculum.
- At JRPS the leaders will support whole-school collaboration through the provision of quality mentoring and coaching practices, ensuring the ongoing development and improvement of all teachers.

An increased understanding and implementation by every teacher of the pedagogical knowledge and evidenced based strategies required to drive future focused learning.

- *All teaching and learning programs will show evidence of revision based on feedback of teaching practice, consistent and reliable student assessment and continuous tracking of student progress and achievement.*
- *100% of teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.*

Strategic Direction 1: Quality Learning Experiences

Improvement Measures

teaching and assessing cycles aligned with NSW DoE Continuums and evidenced in programs/lesson study.

People

Community Partners

Strongly encouraged to engage in deep partnerships with all aspects of the school in resource management and educational delivery.

Pivotal to the continued pursuit of excellence for student achievement in the school's extra-curricular programs.

Processes

strategies to improve teaching and learning.

Leading: Educational Leadership; Instructional Leadership

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 decreased and high achieving students extended to their full potential.

Practices and Products

- *At JRPS the leadership team will encourage and promote innovative practices in curriculum delivery and will support staff to use evaluation and refinement to measure success.*

Shared school-wide responsibility is evident through purposeful, improved and sustained engagement with the community about curriculum.

- 100% of teachers will engage students and parents in planning to support learning and shared expected outcomes.
- At JRPS the leaders will support inter-school collaboration that provides quality mentoring and coaching support, ensuring the ongoing development and improvement of all teachers in curriculum delivery.

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 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 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.

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

People

Students

Actively involved in leadership training programs to support their right to have a voice in how their school is continually improving.

Providing a voice through the SRC amongst other groups in the school and network to ensure students feedback is reflected in all decisions effecting the school.

Staff

Guiding their own professional learning directions and seeking the professional path that is reflected in their accreditation process.

Monitoring and navigating this with their mentors, coaches and line management to ensure they have the best opportunities for themselves as educational leaders.

Leaders

Consisting of both management and aspiring leaders, leaders will seek opportunities to lead and develop all school community program and projects that will show a deeper understanding of internal control systems, to engage sustainable change and for innovation to occur.

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

Community Partners

Supporting and contributing to the decision

Processes

- Systems of leadership
- Aspiring leadership
- Coaching and collegial change agents

Evaluation Plan

School Excellence Framework

Learning: **Curriculum; Teaching and Learning Programs**

Teaching and Learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching: **Professional Standards; Improvement of Practice**

Jasper Road Public School has a high performing teaching staff as measured against the Australian Professional Standards, whose capabilities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Learning and Development; **Collaborative practice and feedback**

Jasper Road Public School uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the

Practices and Products

Practices

Innovative pedagogical approaches develop greater awareness by students of internal measures of motivation to assist and strengthen student wellbeing.

- Implementation of the student leader policy across the school, providing clear guidelines of the selection process, role expectations and the importance of developing strong global citizens.
- Covey for Kids will be implemented through the Positive Behaviour for Learning system to broaden their internal control measures and develop a willingness to engage in opportunities to lead within their class, stage and whole school.

The school will foster, encourage and nurture its future leaders.

- Teacher Learning Pods will invigorate the areas of teachers professional learning and draw upon the internal expertise of staff to build the capacity of all teachers to develop their knowledge and skills.
- Beginning teachers will be supported through systems of instructional leadership allowing for mentoring and coaching, differentiating professional learning opportunities to meet school and personal targets.
- Aspiring leaders will participate in Covey training to develop their leadership skills and broaden their conceptual understanding of effective leadership habits.

Strategic Direction 2: Quality Learning Leadership

Improvement Measures

teacher ability to differentiate learning for students including identified NCCD students' accommodations and adjustments, evidence of complex thinking strategies and differentiation of 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.

Early Career Teacher and Higher Accomplished Teacher processes are developed to ensure accreditation processes are achieved.

People

making processes in the school through a transparent and collaborative approach to resource management.

Engaging in targeted working parties to ensure that there is a wide representation of families who are working together to contribute to every student every day experiencing an education worth having at Jasper Road Public School.

Processes

modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

Leading:

Educational Delivery; High Expectations Culture

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Management Practices and Processes; Service Delivery

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.

Management Practices and Processes; Performance Management and Development

Jasper Road Public School demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

Strategic Direction 3: Quality Learning Environment

Purpose

The Jasper Road Public School community recognises and takes individual and collective responsibility for a cooperative, collaborative, inclusive, accountable and sustainable school environment.

To create this dynamic space, a high standard learning environment must be prioritised across the physical, financial and human domains, to ensure success for every student every day, as well as a harmonious workspace for our staff and community members. The impact of this initiative will ensure the development of independence, personal management and wellbeing for all stakeholders.

Improvement Measures

Positive and respectful relationships across the school community are evident in school events and communication paths. Parents/carers meet with teachers at least 2 or 3 times a year.

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

Self-aware, positive relationships with their peers and teachers and become confident resilient learners.

Accessing support structures that help to build their sense of belonging, fun, survival, power and freedom to engage in a community.

Staff

Developing best practice in wellbeing and constructively contribute to the school's positive and caring learning environment by actively seeking ways to improve the cognitive, emotional and social skills of students individually and collectively.

Implementation of the Australian Professional Standards for Teachers, developing a deep understanding of and commitment to the most effective explicit teaching methods with the highest priority given to evidence based strategies.

Leaders

Regularly promote, maintain, update and evaluate the effectiveness of systems and structures in the school.

Embedding 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.

Community Partners

Processes

- Wellbeing: Health & Safety, Positive Behaviour for Learning, Communication
- Information Communication Technologies
- School Infrastructure
- Administrative Systems: Local Management Business Reform, Non-Teaching Staff Supervision, Office Systems

Evaluation Plan

School Excellence Framework

Learning: Wellbeing; A Planned Approach to Wellbeing & Individual Learning Needs

Jasper Road public School has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to student learning.

There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each students' wellbeing and learning needs in consultation with parents/carers.

Leading: School Planning, Implementation and Reporting; Continuous Improvement

Jasper Road Public School is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement.

School Resources; Facilities

Practices and Products

Practices

Jasper Road Public School will support clearer understandings of student successes and areas for development in order to inform teaching and the identification of students requiring support.

- A positive school culture is evident in student, staff, parent/carer communication pathways. Positive, respectful relationships are evident and widespread to ensure optimum conditions for student learning across the whole school.
- Strengthening clear and transparent communication strategies are important in developing this positive school culture, increasing access and information through a broader range of communication forms.

Jasper Road Public School will improve the clarity, accessibility and consistency of a broad variety of communication tools.

- Communication systems and processes between office and teaching staff will be strengthened through clearer role expectations and responsibilities and whole school awareness and understanding of how to support each other.
- To support an increasing positive school culture, Jasper Road Public School will continue to build its social media processes including push alerts, electronic sign messages, Facebook, emails, electronic appointment bookings and our online, multilingual school

Strategic Direction 3: Quality Learning Environment

People

The parental community will be invited to participate and contribute to regular processes and practices within the school to effectively collaborate, share and engage with the DoE and the community services to improve the school facilities, profile and the aesthetics of our learning environment through grant applications and network sources.

The academic community networks will also support continued professional development in evidence based practices and visible leadership strategies.

Processes

The Leadership Team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school's design and setting.

Practices and Products

newsletter through Schoolzine.

Jasper Road Public School will evaluate projects and plans for wellbeing and asset management to accommodate for a future focused school community that is growing in diversity, size and population.

- Develop a asset management plan with the community consultation for the continued improvement of the infrastructure of the school.
- Collaborate with our Positive Behaviour for Learning systems to reflect the changing demographic of students and their families using internal control systems.
- Create systems and processes to reflect the changing needs of health and safety of the school community and its members.