

Strategic Improvement Plan 2021-2025

Jasper Road Public School 4382



School vision and context

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 and confident, 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 900 includes five support classes for students with autism, physical or intellectual disabilities.

The school culture is that of connectedness, inclusion and belonging with the school community working in collaboration to promote excellence.

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 66.8% 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 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 nine schools that makeup The Hills Learning Community, which includes our two local high schools.

Through our situational analysis, we have identified a need to use data driven practices that drive teaching and learning programs. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction for all students.

While the clear and accurate monitoring and analysis of student achievement data on a regular basis has been completed by an extended executive team, the school will ensure there are practices to analyse data at an individual, class and stage level. This includes the establishment of sustainable whole-school processes for teachers to analyse data to ensure the implementation of appropriate curriculum provisions. Use of Data was identified as a focus theme in the SEF S-aS. When addressing this practice within the school, we will consider the newly published 'What Works Best: Evidence-based practices to help improve student performance'. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop evidence-based practices and refine data-driven teaching that is responsive to the learning needs of every student.

Improvement measures

Achieve by year: 2025

Greater than 80% of Kindergarten students can independently say and write more than 30 camera words.

Achieve by year: 2025

Greater than 80% of 2-6 students can independently write more than 30 phonological words accurately

Achieve by year: 2025

Greater than 82% of students in Years K-6 are meeting school expectations across the writing domains of Vocabulary, Punctuation and Sentence Structure.

Achieve by year: 2025

Greater than 78% of students in Years 3-6 are exceeding school expectations in literal and inferential comprehension.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Quality Teaching Practices

Embed quality teaching programs into everyday classroom practice and delivered by quality teachers.

- Implement whole-school programs in Phonics/Spelling, Modeled Reading, Writing and Numeracy that promote explicit teaching practices.
- Entrench evidence-informed practices in literacy and numeracy across the school and ensure that effective methods are identified, promoted and modeled through quality curriculum provision.
- Embed and use various professional learning models to build teacher capacity and collective pedagogical practice.
- Embed research-based systems for feedback to promote and sustain quality-teaching practices.

Data-Driven Personalised Learning

Ensure effective strategies and processes for data analysis and reflection are used.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Review and adapt practices to ensure reliable summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed formative assessment practices as an integral part of data informed instruction in every classroom.

Success criteria for this strategic direction

- A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- Consistent teacher judgment is evident across the school.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.
- Professional learning based on the research of Hattie, Timperley, CESE and AITSL is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.
- Assessment data is collected in literacy and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Regular stage and whole school meetings review and analyse student performance data against that which will have the greatest impact on student growth.

Evaluation plan for this strategic direction

Q: Do staff apply data driven practices to develop and implement whole-school programs that embed explicit teaching practices in literacy and numeracy. When student growth is not evident and further support is required do staff analyse assessment data and implement differentiated learning experiences that allow the student to demonstrate success?

D: The school will use data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction including internal assessments, external assessments e.g. NAPLAN, surveys, observations, focus groups, student voice and document analysis eg work samples. This analysis will guide the school's future directions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

A: Regular review of these data sources will exist to provide clarity around whether we are on track for achieving the intended improvement measures. This will include regular professional discussion around the School Excellence Framework elements and themes, executive team and whole staff reflective sessions and reviews of data sources including quantitative and qualitative, internal and external data

I: After analysing the data, a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Wellbeing

Purpose

- To ensure that all students are known, valued and cared for, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

96% of students will attend school over 90% of the time

Wellbeing

Achieve by year: 2023

96.1% of students will report positive outcomes for three Tell Them From Me measures in the domains of advocacy, high expectations and sense of belonging.

Achieve by year: 2025

95% of students (Years 2-6) will indicate level 3 or more through Forge surveys in areas of positive emotions, optimism and engagement.

Initiatives

Whole School Wellbeing Processes

Embed a whole-school approach to student wellbeing and engagement.

- Ensure whole-school approaches to wellbeing processes to monitor, analyse and evaluate student behaviour, attendance, wellbeing, learning and engagement.
- Provide an environment that supports wellbeing for success by taking a creative and flexible approach connected to student needs.
- Ensure student engagement by providing opportunities for students to learn challenging and complex content through the differentiation of outcomes.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact learning outcomes.
- Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment).
- Responsively plan for and utilise resources that support additional needs, including physical requirements and wellbeing.

Every Child is Known, Valued and Cared For

Every child will have the opportunity to achieve their personal best within a supportive and collaborative school.

- Initiate wellbeing strategies for students and staff, enhancing a culture of care and support in response to school and community needs.
- Foster opportunities to gain student perspectives. Student voice is regarded by staff as integral to building a positive school culture.
- Ensure access to quality teaching and non-teaching staff to support learning and wellbeing.

Success criteria for this strategic direction

- Embed evidence-based approaches to support mentoring, wellbeing and sense of belonging.
- Provide targeted professional learning specific to enhance wellbeing outcomes for students.
- Teachers demonstrate increased expertise supporting all students.
- Plan and provide for learning that is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.
- Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.
- Employment of non-teaching staff for integration and school targeted students to support evidence-based classroom practices.

Evaluation plan for this strategic direction

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D. The school will use the following data sources to regularly analyse the effectiveness of the initiatives: Wellbeing Framework Self-assessment, FORGE data, Professional Development Plans, Personal Attendance Plans, Incident reports, Extra-curricular group data, Tell Them From Me.

A. Analysis of the data to will be completed regularly to determine the extent to which the purpose has been achieved. Review of data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

I: The findings of the analysis will inform future actions. Annual reporting on school progress measures (published

Strategic Direction 2: Wellbeing

Initiatives

- Equitable access to curriculum will be ensured for all students.

Evaluation plan for this strategic direction

in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 3: Partnerships

Purpose

To create a school culture that is professionally supportive, proactive and strengthens partnerships, we will implement effective communication frameworks and school structures which embed a system of values that build a highly developed culture of success.

Improvement measures

Achieve by year: 2025

All students in collaboration with parent/carers are supported in the attainment of their learning goals, achieving above state expectations.

Achieve by year: 2025

Effective partnerships in learning are evidenced by increased community attendance (14%) at parent workshops aimed at developing a school-wide, collective responsibility for student learning and success.

Achieve by year: 2025

80% of students can clearly articulate their literacy and/or numeracy learning goal.

Initiatives

Learning Partnerships

Embed a learning culture that enables participation from all stakeholders in student learning goals.

- Students can articulate, understand and achieve their literacy and numeracy learning goals.
- Embed evidence based visible learning practices.
- Collective efficacy is evident where students and teachers utilise learning intentions and success criteria to drive achievement.
- Ensure high expectations for all students through the delivery of quality pedagogy.
- Engage families, parents and carers as key sources of support, information and guidance in the development of personalised learning and support planning for students who require accommodations and adjustments.
- Strong systems are in place to engage and strengthen partnerships with families, parents and carers.
- Increase community knowledge about specific teaching and learning practices.
- Ensure high impact PL and program implementation.

Community Systems and Practices

School systems, structures and processes underpin ongoing school improvement and promote community partnerships.

- School admin practices provide all stakeholders a unified experience that helps them regularly communicate and collaborate better.
- Embed clear communication structures by applying a range of formal and informal communication skills to develop strong links with community partners.
- Continued links with local, rural and international students building an authentic audience for demonstrating and developing learning opportunities

Success criteria for this strategic direction

- Individual Learning Plans identify goals, actions and measures of success that result in positive engagement for every student.
- Teachers use a model of collaborative practice to involve parents and students in setting and reviewing goals for students requiring an IEP and/or PLP.
- Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school through learning focused partnerships
- Non-teaching staff use the Excellence in School Administration Framework to display problem solving skills, dedication to students and their families, commitment to the school, good interpersonal and clarity of roles and their responsibilities.
- Communication processes allow parents/carers to feel part of the school community.
- Parents attend workshops and develop improved knowledge to support their child's learning.
- Supportive partnerships are formed at all levels to provide learning opportunities.
- EAL/D and LaST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Q. Do schools systems allow for student and parent partnerships to be developed to promote academic performance, engagement and celebration of student success?

D. The school will use data sources to regularly analyse the effectiveness of the initiatives including School Administrative Framework, Personalised Learning Plans, Individual Education Plans, NAPLAN, NCCD and Review Meetings.

A. Analysis of the data will be completed regularly to

Strategic Direction 3: Partnerships

Initiatives

- Embed transition practices that focus on curriculum and well-being ensuring smooth movement between grades.
 - Ensure collaborative practices are evident that promote leadership and early career teacher induction and development.
-

Evaluation plan for this strategic direction

determine the extent to which the purpose has been achieved. Review of data sources will provide clarity around whether we are on track for achieving the intended improvement measures.

I: What are the implications for our work? Future directions and next steps.