

John Purchase Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of John Purchase Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Leonie Black

Principal

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Message from the Principal

It is with a great sense of appreciation and enthusiasm that I proudly present our 2018 Annual School Report. The heart of our school and behind our great success is our people, committed to preparing each child with the skills and dispositions required to thrive and excel within a rapidly changing and technology mediated world.

I am so often humbled by the commitment, care and skill of our teachers and support staff. Their concern for the development of each child is clearly evident every day through their daily interactions and the nurturing and encouraging classroom climates the staff provide. The staff's dedication toward ensuring every child is known, valued and cared for is remarkable. Their capacity to inspire and their strong desire to make a difference ensures our students continue to excel and our school continues to be cutting edge.

The encouragement and support provided by our parent community enriches the students' experiences, and makes our school a better place. We are extremely grateful for the generosity and positive support our parents provide to our children, staff and community. This includes: attendance at special events, supporting students' learning at home, assisting in classrooms and fulfilling more formal positions such as those with our P & C Association. We are thrilled that parents engage so positively with our school and are very appreciative of the ongoing positive support provided by our P & C Association.

Of course our wonderful students provide our greatest pride and joy. There is no experience more rewarding than being in classrooms working with the children and having them cheerfully and confidently demonstrating their learning in so many different ways, or having students visit the office with huge smiles as they proudly show their work and talk about their learning. Each individual child at our school is congratulated for their efforts and achievements throughout the year, and for being the special young people they are.

2018 has been a productive and rewarding year at John Purchase Public School. Our teachers and executive team have worked tirelessly to promote a culture of thinking across classrooms and to ensure teaching is intentional and impactful.

It is therefore with the greatest pleasure that I present the school's annual report, which articulates our progress and achievements across strategic areas, and to share our aspirations for 2019.

It is such an exciting time at John Purchase – as we continue to work toward 'knowing our impact' and 'advancing together!'

Message from the school community

Besides the regular activities of the JPPS P&C we began 2018 investigating the option of moving the uniform shop to an on-line system, a plan to move the P&C infrastructure to the cloud and a vision to operate a "Colour Run" as our major community event for the year. I note that the year is a testament to the volunteers that are the P&C. Dedicated individuals that come together, adapting to change and forging ahead to achieve remarkable results driven by the commendable goal of advancing education.

"Volunteering is the ultimate exercise in democracy. You vote in elections once a year, but when you volunteer, you vote every day about the kind of community you want to live in." – Unknown

- This year, in February, we organised the "Welcome BBQ", an event conceived exclusively for the purpose of building the community. Attended by families and teachers it provided an excellent opportunity to socialise while the children played with school friends in the COLA. It was a great idea from Lorraine and an impressive success.
- By March, the P&C was hard at work organising the Easter celebrations including the raffle, Easter eggs and drawing competition. Over 100 prizes were raffled and families enjoyed the day. A huge thankyou to Lorraine, Bec and Anh for organizing the day and raffle. A special mention to the volunteers that created the Easter baskets.
- During term 2, Kylie, Nikki and Kate organized the Mother's Day stall, sourcing the wide range of products on offer and then organizing the stalls and ensuring all children get a choice from a wide assortment of gifts. Meanwhile Lorraine organized the annual Mother's Day breakfast and was supported by quite a few dads on the morning.
- By April we had begun planning the 2018 JPPS Run4Fun Colour Explosion.
- Term 3 and July saw the P&C move to a cloud-based services organized through the P&C Federation to manage communications and information storage. The JPPS P&C Executive now has affiliate email addresses organised through the P&C Federation. These Email addresses are:

*Secretary's: johnpurchasepublicschool@pandcaffiliate.org.au

*President's: johnpurchasepublicschool-pres@pandcaffiliate.org.au

*Treasurer's: johnpurchasepublicschool-treas@pandcaffiliate.org.au

*Vice President 1: johnpurchasepublicschool-vp1@pandcaffiliate.org.au

- In late July, we were liaising with the school executive to map out the Run4Fun course with the experience and advice of Miss Mu and Mr Sheather.
- In September During term 3, Kylie, Nikki and Kate were again organizing the Fathers Day Stalls. Lorraine organized the annual Father's Day breakfast and Anh organized Education week BBQ and morning tea.
- At each event the P&C and the organisers were supported by a number of amazing volunteers.
- By October Lorraine was busy continuing our recent tradition of Teacher Breakfast in appreciation for their efforts on behalf of our children. The effort is made so much easier to repeat when every teacher appeared to take the time to express their heartfelt gratitude.

The JPPS Run4Fun Colour Explosion 2018

From an idea towards the end of 2017, to a kick off in April, then some great dedication throughout the year, the 2018 JPPS Run4Fun colour Explosion debuted in early October. The JPPS Run4Fun Colour Explosion 2018 was a testament to the power of a strong collaboration between the school and the P&C. The JPPS teachers and JPPS office staff were all involved and just made the day that much more exceptional. With Mr Johnson and Mr Sheather organizing the starting line and Miss Mu shadowing the runners down the to the first obstacle we truly had a memorable day. Since then I have heard nothing but praise for the day.

The aim was to create a JPPS community and family event that engaged parent, teachers and children alike. In this, it seems to be a huge success. For all that, things did not end with the day as we organized prizes for students that raised money. In November of term 4, the prizes arrived as Ruth and Anh mobilised some mums to sort and distribute the prizes to all of the children.

First and foremost, the P&C is a volunteer group and I want to thank our crew of volunteers who every year rise up to the challenges facing our school. Please accept the appreciation of the community for all those that have volunteered at discos, breakfasts, handy work on the grounds, uniforms and lunches, music, and general administration.

That said we can always use more volunteers and as children move on into high school it is essential that we call upon new families to the community. We are aware that time is precious to modern families and we only ask that you spare what time you can afford. I would also emphasise that your family benefits directly as your children witness your involvement in their community allowing you put names to faces, recognise places and generally strengthen the depth of communication between you and your child.

The efforts of the P&C and the volunteers raised in excess of \$30k in profit throughout 2018.

Volunteers don't get paid, not because they're worthless, but because they're priceless." – Sherry Anderson
20 years serving JPPS community and Retiring

A special mention is extended to our Uniform Shop Manager, Marnie Lipa who reached her 20 year anniversary working at JPPS in June. The P&C commemorated her 20 years of service with a special gift. It seemed to be a blink of the eye and Marnie retired in October and then another gift to wish her all the best as she embarked on a well-earned retirement. We finished out the year interviewing applicants for her replacement.

Canteen

The Executive committee would also extend thanks Donna and Anna for the leadership they bring to the Canteen and Uniform Shop.

Band

We acknowledge that it is through the diligence and organization of Haima Prakash, Eshanthi, and the JPPS Band subcommittee and passion of Mr. Felton that our fabulous Training Band won gold and the JPPS Band Won Silver at the NSW championships this year.

Finances

Thanks to Sue Morris, our bookkeeper for her efforts to assist in the management of the accounts for the band, uniform shop and canteen and ensuring that all of our employees are paid on time and correctly. A very special thanks to Irene Bekris who voluntarily gives up considerable time to audit the JPPS P&C accounts as required by the Australian Charities and Not For Profits Commission and P&C Federation.

JPPS Teachers and Staff

Once again, the P&C has benefited from the strong partnership with our talented and enthusiastic teachers and in particular our Principal, Mrs. Black, who has been so generous of her time and experience in helping the P&C to help the school. The P&C looks forward to expanding and strengthening the depth of collaboration with the school, its staff and teachers as we work hard to extend that closeness to the families of our community.

Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." – Dr. Seuss

A reminder, that in March of 2019 there will be nominations for the executive positions within the P&C executive and the teams that run the Band, Uniform Shop & Canteen. For the first time, due to changes in the Working With Children Check legislation the P&C we will have the roles of WWC Officer nominally filled with one male and one female representative.

Every position in the P&C is available so please consider contributing your time or your experience or both to the common goal of making these school years as beneficial and memorable for our children as possible by attending the meeting on the evening of Monday 12th March.

"Volunteers do not necessarily have the time; they just have the heart." – Elizabeth Andrew

I would like to extend a personal and heartfelt thanks to Anh, Ruth, Lorraine, Andrew, Charaka, and Bec for all that each of you have brought to the 2018 executive. While there are many adjectives that come mind to describe the value you bring to our community and children, such as inspirational and generous I think I will leave it to the words of a modern day icon:

"Awesome!" – Poh

Thank you and congratulations all on a great year,

Steve Byng

President

School background

School vision statement

John Purchase Public School is committed to developing a confident, competent, innovative community of learners working collaboratively, respectfully and responsibly to achieve excellence

School context

John Purchase Public School is a high performing, progressive school, located in the suburb of Cherrybrook, in the north western suburbs of Sydney.

There are approximately 640 students enrolled at the school, with over 65% coming from language backgrounds other than English. The school has larger cohorts of students in the senior years.

The school has a strong reputation for its quality teaching, excellent student outcomes and breadth of curricular and extra curricular activities. The school honours individual learners through its strong learning support structures and programs, differentiation strategies and Gifted and Talented programs.

The school has a friendly and supportive school community which work together to support school directions and student achievement. John Purchase is an active member of the Cherrybrook Community of Schools, working with neighbouring schools to deliver quality learning programs.

Focus areas are: deep learning, impactful teaching and leadership excellence which supports an engaged community

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

The school culture reflects positive and respectful staff–student relationships with a strong focus on maximising learning for all students. This is evidenced by a multitude of school wide practices, structures and programs. Comprehensive transition processes are in place for students K –6, student attendance and wellbeing is monitored and is strongly supported through learning support practices, and high expectations for student progress and achievement is actively promoted with students, staff, parents and community. Student learning is monitored in the short term through the use of a wide range of formative assessment strategies as well as longitudinally through the analysis of standardised assessments, and is supported through the use of protocols, collegial discussions and stage planning, which explore explicit support strategies to address individual and collective student learning need.

The school enhanced parent understanding of and engagement in the learning process through: parents sessions in reading and learning support, a masterclass exploring deep thinking strategies, newsletter snippets outlining classroom practices and parent information sessions. Whole school wellbeing programs and processes proactively clarify and reinforce expectations of behaviour, and encourage the development of dispositions such as resilience, self-regulation and growth mindset.

Curriculum provision and continuity of student learning has been enhanced through: the revision of collaboratively developed stage planning guidelines, an emphasis on collaborative planning, the revision of scope and sequence documents and the use of learning progressions in reading.

NAPLAN results show that the majority of students achieve results in the top 2 bands and that average performance and growth is similar to or above that of similar schools. Superior results are also reflected in school based and standardised assessment data.

Teaching

Teaching and learning programs are collaboratively developed within stage teams and are informed by student progress and achievement data, curriculum documents, scope and sequence charts and understandings of research based high yield teaching strategies. Teachers work collegially to address problems of practice and to share quality practice through the collaborative analysis of student work samples, the collaborative development of learning sequences, lesson observations and collegial feedback. Protocols provide a platform for accountable, professional discussions of practice, and are used to provide a framework for analysing and discussing student work samples, to support the synthesis of professional readings and to share and address teaching and leadership dilemmas. Professional learning has been personalised for teachers through:

1. the Performance and Development Plan process (PDP),
2. instructional coaching which enables teachers to identify goals through an analysis of a filmed lesson, and subsequent support by a trained instructional coach
3. individual action research projects related to fostering deep learning across all classrooms. A partnership with a Harvard University *Project Zero* Graduate has guided teachers' individual action learning projects incorporating: lesson demonstrations, collegial analysis of professional readings, collaborative discussions of practice, individual teacher conferences, lesson observation and feedback on practice.

Partnerships have been established with neighbouring schools enabling the sharing of quality practice and expertise. The instructional rounds network supported our school in examining the problem of practice: *How do we foster thinking that develops a deep understanding of curriculum content – content that matters?* Feedback and strategies directed further actions and improvement in this area, evidenced by lesson observations.

Leading

There is a strong commitment toward strengthening instructional leadership practices across the school with the senior leadership modelling explicit instructional leadership practices. The leadership team meet on a regular basis to research, discuss and model instructional leadership practices. In 2018 this has involved: data analysis, analysis of student work samples, scope and sequence reviews and examination of syllabus content. This has supported a culture of high expectations and a relentless focus on teaching and learning, as well as consistency across the school. Leadership is distributed through meaningful delegation of leadership responsibilities, providing opportunities for aspiring leaders to develop instructional leadership strategies. Distributed instructional leadership opportunities are varied including working collaboratively with the executive in leading aspects of strategic directions and syllabus implementation. In 2018, this has involved collaboratively leading mathematics and facilitating professional learning pods whereby deep thinking was explored. Appointment of a Business Manager in 2018 has enabled the leadership team to have a greater focus on teaching and learning. The school plan has been collegially developed, informed by student, teacher, parent and community input, as well as departmental directions and current research literature. Implementation of the plan is monitored on a regular basis in terms of impact on staff and student growth.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Deep Learning

Purpose

To ensure deep learning by developing a culture of thinking, which fosters student agency, curiosity and joy in learning so that students develop the skills, capabilities and dispositions to thrive in an ever-changing, increasingly complex world.

Overall summary of progress

23 members of the teaching staff participated in an action research project which promoted a deeper understanding regarding developing a culture of thinking. The emphasis was on: developing curiosity, self-regulation, questioning and having students being activated as learning resources for one another. Professional learning sessions explored explicit strategies and techniques for fostering student thinking across key learning areas. Teachers each reflected on a problem of practice relevant to the needs of students in their classrooms and subsequently created an action research question to explore.

Student work samples, lesson observations and filmed lessons demonstrated an ever-developing a culture of thinking across our classrooms. For example, the language of thinking is more evident in classrooms now; reflecting a deeper level of metacognition.

Progress towards achieving improvement measures

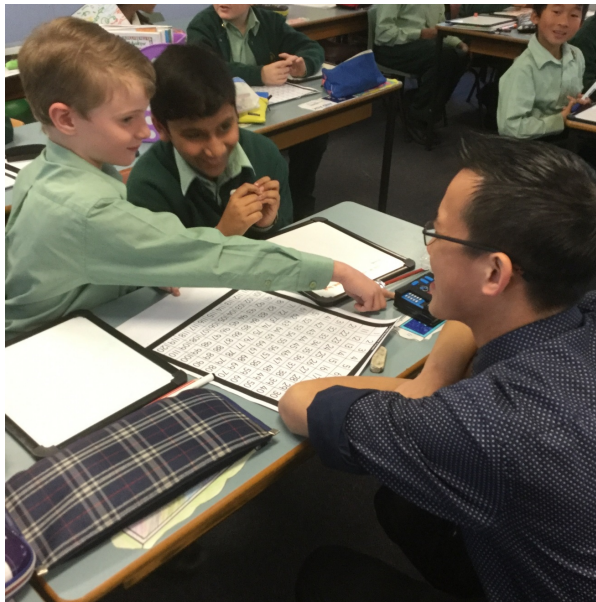
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2020: Lesson observation data, <i>Tell Them From Me</i> Survey results, student interviews and student work samples indicate that students have regularly reflected and acted on feedback across the KLAs.	Action Research Project Fees \$20 975 Dylan Wiliam Conference fees \$7900 Cultures of Thinking Release \$15 500	TFM survey results indicate that the majority of staff consider feedback as important in student learning. On a 0–10 rating scale teachers rated the statement, <i>Students receive feedback on their work that brings them closer to achieving their goals</i> , at 8.6. This is an improvement from 2017 when it was rated as 7.9. Lesson observations have suggested the language of feedback is more evident across classrooms. There has been evidence of explicit quality criteria being used to provide student to student feedback. Growth in student learning is evidenced by observations of student work samples, using tuning protocols and meetings with the senior executive.
Teacher programs, including 21st century tasks, instructional rounds data and data collected from the Cultures of Thinking Action Research project reflect students engaging in deep, visible thinking.	Instructional rounds release \$5 500 Instructional Rounds consultancy fees \$1 800	22 out of 25 teachers participating in the action learning project shared and celebrated implementation strategies trialled in classrooms with network peers. The projects demonstrated increased opportunities for students to engage in deep, visible thinking. Instructional rounds data showed that in 7/8 classrooms tasks provided opportunities for deep thinking. Opportunities for extended thinking were seen in many of the other 8 classrooms observed. The majority of examples were observed in conjunction with think time and substantive talk. Different types of student thinking were evident in 7/8 classrooms observed. For example wondering, describing, building explanations, reasoning with evidence, uncovering complexity, making connections, creative thinking and considering different points of view. In 13/16 classrooms teachers used facilitative

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher programs, including 21st century tasks, instructional rounds data and data collected from the Cultures of Thinking Action Research project reflect students engaging in deep, visible thinking.		questions (catch and pass). In a 14th classroom, students were using facilitative questions.
Average academic performance in NAPLAN, including growth data, is above similar school groups. Including comparisons for EAL/D students, Aboriginal students and students with disabilities. 85% of students in K–2 meeting minimum benchmarks set by JPPS – level 10 in Kindy, level 20 in year 1, level 27 in year 2.	stage planning \$4 500	NAPLAN performance is above similar schools in Year 3 spelling, grammar and punctuation, reading, writing and numeracy. In Year 5 NAPLAN performance is above or similar to like schools in spelling, grammar and punctuation, writing and numeracy. 85% of students in kindergarten achieved a benchmark in reading of level 10 or more; well–above state expectations. More than 85% of students in Year 1 achieved a benchmark in reading of level 20 or more; well–above state expectations. 77% of students in Year 2 achieved a benchmark in reading of level 27 or more, with a further 11 % achieving a benchmark of 26.

Next Steps

- Sustaining a culture of thinking
- Metacognition: Student reflection (curriculum) and acting on feedback
- Connecting visible learning, cultures of thinking and formative assessment
- Further exploration of the cultural forces
- Deeper level of curriculum knowledge



Strategic Direction 2

Intentional & Impactful Teaching

Purpose

To ensure intentional and impactful teaching so that instruction is driven by high expectations, current research on high yield teaching strategies and a solid understanding of impact on student progress.

Overall summary of progress

- During the Instructional Rounds feedback visit we celebrated our work in terms of the recommendations made by the network as well as the widespread uptake of the use of thinking protocols across classrooms.
- Filming of lessons enabled teachers, in collaboration with the instructional coach, to observe a current view of reality within their own classrooms, to celebrate excellent practice and improvement and to identify areas for further development.
- Lesson observations within our school, as well as across network schools, allowed teachers to observe excellent practice, to view implementation of high yield strategies and to receive explicit feedback regarding practice.
- Executive professional learning explored the key concepts outlined in the Science syllabus including revisiting the rationale, key skills, big ideas, core content and the importance and creation of generative and facilitative questions. Collaborative stage planning sessions were used to revisit the Science syllabus reinforced by a whole school term focus on the Earth and Space strand.
- Developing a culture of thinking and collaboration permeated our work across the school – this incorporated use of Harvard University Project Zero thinking routines and provision of collegial feedback and ideas for next steps in executive meetings, stage meetings, individual meetings and interviews, professional learning sessions and though peer observation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Walkthrough data and student interview responses indicate a 10% increase in use of effective feedback to move learning forward. Teacher responses on the <i>Tell Them From Me</i> Survey indicate increased opportunities and engagement with technology and a 10% increase in Data Informs Practice and Teaching Strategies Coaching data including: surveys, work samples, video footage, and coaching conversations demonstrate the implementation of high yield strategies and lesson design and implementation, commensurate with student need.	QTSS allocation \$110 000 Stage planning days \$5 500 Corwin coaching training fees \$12 360	<i>Tell Them From Me</i> data demonstrated: <ul style="list-style-type: none">• Teachers rated technology as a driver of student achievement as 6.7 in 2017 and 7.5 in 2018 with 6.7 being the state average for the last 2 years.• There was a slight increase in using Data to Inform Practice with a score of 8.1 compared to the state average of 7.8.• using teaching strategies as a driver of student achievement increased from 7.8 (state average 7.9) to 8.5 (state average 7.9). 10 teachers participated in the Instructional Coaching Program. In 10 out of 10 classrooms high impact strategies were observed to increase students' learning. These included: <ul style="list-style-type: none">• strategies emphasising teacher clarity (effect size of 0.75) such as setting clear learning intentions and success criteria and structuring lessons which map teaching and learning and stimulate engagement• metacognitive strategies such as seeking help from peers (0.83)• strategies emphasising feedback including classroom discussion (0.82) through socratic seminars• strategies emphasising success criteria including peer and teacher feedback (0.73)• strategies emphasising learning intentions such as concept mapping (0.62)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Walkthrough data and student interview responses indicate a 10% increase in use of effective feedback to move learning forward.</p> <p>Teacher responses on the <i>Tell Them From Me</i> Survey indicate increased opportunities and engagement with technology and a 10% increase in Data Informs Practice and Teaching Strategies</p> <p>Coaching data including: surveys, work samples, video footage, and coaching conversations demonstrate the implementation of high yield strategies and lesson design and implementation, commensurate with student need.</p>		<p>In 10 out of 10 classrooms, lessons were designed and implemented commensurate with student need.</p>

Next Steps

- Consistency in Teacher Judgement, A–E reporting scale and syllabus expectations
- Revisiting the importance of Learning Intentions and Success Criteria
- Developing deeper levels of curriculum knowledge
- Exploring and further developing feedback practices
- Reviewing and/or developing scope and sequence documents
- Introducing an online reporting platform



Strategic Direction 3

Leadership Excellence

Purpose

Implementing instructional and distributed leadership practices to maximise student learning, to build teacher and leadership capacity and collaboration, and to further engage the parent and wider community.

Overall summary of progress

- The leadership team worked collegially to further develop high leverage instructional leadership practices. Student work samples were used as a basis for professional discussions around student growth and next steps for learning, as a means of focusing on our core business of student learning and to appraise our own work as teachers and instructional leaders. All members of the leadership team were open to executive colleagues critiquing practice by collectively reflecting on it through the routine use of protocol-guided conversations. The leadership team subsequently used protocol-based conversations with their stage teams to support teachers to implicitly and collegially give and receive feedback, to analyse and address problems of practice in a useful and non judgemental way and to interpret superior forms of data (such as comparison of a student's work over time or pre and post a learning sequence).
- A network leadership development program was established so that the assistant principals in our schools could work collaboratively to further develop instructional leadership practices, to address problems of practice in their work, to share and celebrate excellence and to have the opportunity to network and learn alongside colleagues from outside the school.
- Leadership was distributed throughout the school with aspiring leaders being provided with leadership opportunities. This included participating in training as professional learning facilitators and subsequently co-leading professional learning pods. Aspiring leaders also worked with the executive team to develop a mathematics scope and sequence and to introduce number talks into classrooms. Stage leaders provided guidance and opportunities for aspiring leaders on their teams, to lead stage based foci.
- There were increased opportunities for parents to engage with the learning process through provision of a range of information sessions including: supporting student reading, supporting EaLD students, kindergarten transition, meet the teacher and a parent masterclass exploring current teaching methods and school directions. Newsletter snippets throughout the year described classroom practices from kindergarten to Year 6 which supported school directions. The *Seasaw* application was used widely to share student learning with parents. Opportunities for parents to provide feedback focused on overall satisfaction, content and processes explored within the parent masterclass, homework and student reports. During the Education Week open day some teachers and stages used a thinking routine to make thinking visible to parents as well as students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Tell Them From Me</i> and school based surveys indicate a 10% increase in leadership and parent involvement ratings.	QTSS funds to release executive members	Teacher responses to <i>Tell Them From Me</i> surveys indicated improved ratings across the <i>Leadership</i> category, with average ratings for this category increasing from 6.7 in 2017 to 8.3 in 2018, demonstrating a 16 % increase. The state average for the <i>Leadership</i> category was 7.1. This demonstrates significant improvement in perceptions of leadership as a driver of student learning at JPPS. <i>Parent Involvement</i> Ratings increased from 6.8 in 2017 to 7.5 in 2018, demonstrating a 7% increase. The state average for this category was 6.8.
Results from parent forums indicate a 10% increase in parent and community engagement through face to face and online platforms.	Subscriptions – Skoolbag, school interviews, parenting ideas, reporting:	Approximately 15% parents attended a Parent Masterclass about practices which foster a thinking culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Executive meetings agendas and minutes indicate a 20% increase in modelling and exploring instructional leadership practices and evidence collected and shared at meetings indicate improved practices and outcomes.	IR Leadership \$1000 Maths leadership fees and exec release \$10 000	Regular leadership meetings were introduced to provide the leadership team with opportunities to focus on instructional matters and student learning. This provided a 100% increase in modelling and exploring instructional leadership practices, as previously the major focus of executive meetings was on management and administration.

Next Steps

- Masterclasses – to support school directions and to support students' learning
- Leadership training – formative walkthroughs, learning progressions, work sample K – 6 mathematics, scope & sequence, spelling scope & sequence, Report It
- Fostering parent engagement through the use of parent helpers in the classroom including workshops around supporting students learning at home
- Workshops exploring strategies for supporting students' learning
- Brief workshop to introduce new parents to school directions: Formative Assessment, Visible Learning, Cultures of Thinking, on the first day of the school year
- Parenting Ideas TPL for teachers
- Aspiring leaders leading curriculum implementation, new teacher tribe workshops and stage based initiatives



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$131 973 EaLD staffing	<p>Students with a language background other than English received various forms of support this year. Through our use of in-class support and withdrawal groups, students in our EALD program achieved significant gains in their language proficiency. EaLD students were assessed using the EaLD Progressions. This was indicated through our use of the EALD Progression to determine their skill level at the beginning and end of the year.</p> <p>Whilst all students showed progress, 46.5% of students showed significant growth to the extent of moving up one EALD Progression Phase (9% moved from Beginning to Emerging, 20% from Emerging to Developing and 17.5% from Developing to Consolidating). 1.5% of students showed outstanding achievement with growth across two EALD Progression Phases.</p>
Low level adjustment for disability	\$89 047 staffing	<p>The Learning and Support Teacher coordinated learning support and adjustments throughout the school. School Learning Support Officers supported students in classrooms and the playground. 22 students from Kindergarten and Year 1 participated in the <i>Language for Learning</i> Program. All participants improved oral comprehension and conversational skills. 16 students participated in the MULTILIT Program. 7 students completed the program, 7 students progressed 4 or more levels and will continue in 2019. 2 students left the school.</p>
Quality Teaching, Successful Students (QTSS)	\$115 537 staffing allocation	<p>10 teachers participated in the Instructional Coaching Program. In all classrooms high impact strategies were observed to increase students' learning. These included:</p> <ol style="list-style-type: none"> 1. Strategies emphasising teacher clarity (effect size of 0.75) such as setting clear learning intentions and success criteria and structuring lessons which map teaching and learning and stimulate engagement; 2. Strategies emphasising feedback including classroom discussion (0.82) through socratic seminars; 3. Metacognitive strategies including student self reflection; 4. Strategies emphasising success criteria including peer and teacher feedback (0.73); and 5. Strategies emphasising learning intentions such as concept mapping (0.62). <p>In 10 out of 10 classrooms, lessons were designed and implemented commensurate with student need.</p>
Socio-economic background	\$6 242	<p>Families experiencing financial difficulties were provided with assistance to enable students to attend camps. The guided reading program supported students' reading development.</p>

Support for beginning teachers	<p>Early Career Teacher staffing allocation \$52 057</p>	<ul style="list-style-type: none"> • 8 out of 8 teachers would work with the coach again on another goal • 8 out of 8 teachers would recommend working with an instructional coach to their colleagues • Teachers made the following comments about the impact of the Instructional Coaching Program on their students included: <i>*Students have transferred the skills that they have been taught into their everyday classroom interactions with their peers. They have also learned to justify their ideas further through their own use of clarifying questions.</i> <i>*My students have come far with their ability to engage with their work and have a good understanding of how to report back effectively.</i> <i>*Students were becoming more engaged and responsible learners.</i> <i>* We have a more positive classroom culture</i>
Targeted student support for refugees and new arrivals	<p>0.2 staffing allocation, which equates to approx. \$20 000</p>	<p>Through collaboration with classroom teachers, EALD teachers and New Arrival teachers were able to effectively support our New Arrival students and their families. We supported eight New Arrival students through daily intensive English lessons, transition withdrawal groups and in-class support. We worked closely with the teachers of the New Arrival students, as well as other support staff, to ensure New Arrival students' learning could progress in all academic and social environments.</p> <p>Regardless of whether they joined our program at the start of the year or part way through the year, all New Arrival students have showed steady progress. Six of the eight New Arrival students advanced an EALD Progression Phases (two from Beginning to Emerging and four from Emerging to Developing) and all students progressed one EALD Progression Phase in 2 or more modes of language skill (Speaking, Listening, Reading and Writing).</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	370	352	356	345
Girls	316	319	317	310

There is a slight decrease in enrolment numbers due to demographics within the school zone. There are less younger children and more older students residing in this area of Cherrybrook. The school has higher enrolment numbers in the senior years of primary school and lower enrolment numbers in the younger grades.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	95.3	96.7	95
1	96.5	95.5	96.7	95.4
2	95.2	96	95.7	95.8
3	96	96.7	96.7	96.3
4	95.3	96.6	96.9	95.6
5	95.2	96.1	96.7	95.5
6	96	95.4	94.8	95.2
All Years	95.7	96	96.3	95.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Departmental guidelines for monitoring attendance are implemented. Classroom teachers monitor and record absences. They contact parents and seek absence notes should attendance issues arise. Attendance is a regular item on the executive meeting agendas. The learning support team support students with concerning

attendance patterns. Information regarding the importance of regular student attendance is disseminated to parents through the newsletter and information packs.

Attendance rates are higher than state averages. A significant proportion of longer term absences are a result of students travelling overseas on extended leave.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.2
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

The teaching staff included:

- 2 senior executives
- 25 class teachers, including 4 executive
- 12 support teachers (including 10 working at the school in a part time capacity)
- a business manager, a school administration manager, 3 school administration officers, 2 part time school learning support officers and a general assistant.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

27 teachers were accredited at proficiency and 8 teachers were working towards proficiency at the conclusion of 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	818,321
Revenue	5,438,233
Appropriation	4,851,243
Sale of Goods and Services	3,443
Grants and Contributions	567,565
Gain and Loss	0
Other Revenue	10,900
Investment Income	5,082
Expenses	-5,030,203
Recurrent Expenses	-5,030,203
Employee Related	-4,418,919
Operating Expenses	-611,283
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	408,030
Balance Carried Forward	1,226,351

Finance meetings are held each term to monitor income and expenditure, with a focus being on funding the school strategic plan. A copy of the school's financial statement is tabled at the Parent and Citizens meeting. Further details concerning the statement can be obtained by contacting the school.

In 2018, excess funds were used to:

- upgrade reading resources
- fund professional learning projects
- employ a business manager
- upgrade flexible furniture for senior students
- purchase additional storage resources

In 2019, excess funds will be used to:

- upgrade the staffroom kitchenette
- upgrade the kindergarten outdoor area

- purchase outdoor sport storage
- upgrade the sound system
- install additional sun shades
- fund professional learning projects
- upgrading storage in the office
- convert storage to office space
- employ a business manager
- employ an additional teacher
- employ a gardener
- fund additional learning support

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	4,113,926
Base Per Capita	130,137
Base Location	0
Other Base	3,983,788
Equity Total	227,262
Equity Aboriginal	0
Equity Socio economic	6,242
Equity Language	131,973
Equity Disability	89,047
Targeted Total	12,063
Other Total	266,012
Grand Total	4,619,262

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

John Purchase students continue to excel across literacy strands, with scores well above state average in all areas and above or similar to similar schools in Year 3 reading, Year 3 writing, Year 3 spelling and Year 3 grammar and punctuation, and in Year 5 reading, writing, spelling and grammar and punctuation.

John Purchase students continue to excel across numeracy strands, with scores well above state average in all areas and above or equal to similar schools in Year 3 and Year 5 numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

68.24% of Year 3 students scored in the top 2 bands in Numeracy.

80.95% of Year 3 students scored in the top 2 bands in Reading.

67.68% of Year 5 students scored in the top 2 bands in Numeracy.

60.61% of Year 5 students scored in the top 2 bands in Reading.

Parent/caregiver, student, teacher satisfaction

PARENT SATISFACTION

Parent survey responses were sought to gauge the level of parent satisfaction. 90 responses were returned. The percentage of respondents agreeing or strongly agreeing to each statement are outlined below:

- I feel welcome at the school when I visit – 97.7%
- I am well informed of my child's progress – 90%
- I encourage my child to read on a regular basis – 97.7%
- I am aware of the school's focus on deep learning – 90%
- Teachers have high expectations for my child to succeed – 79%
- My child is happy at school – 95.5%
- Overall, I am happy with the school 94.4%

STUDENT SATISFACTION

The students participated in the *Tell Them From Me* surveys.

- 79% reported a positive sense of belonging,
- 96% reported valuing schooling outcomes
- 94% reported positive behaviour at school
- 94% reported trying hard to succeed at school

Some responses were converted to a ten point scale, with 10 indicating strongest agreement with the statement.

- Effective learning was given an overall rating of 8.3
- Learning relevance was given an overall rating of 8.1
- Learning rigour was given an overall rating of 8.2
- Advocacy at school was given an overall rating of 7.6

TEACHER SATISFACTION

The teachers participated in the *Tell Them From Me* surveys. Responses were converted to a ten point scale, with 10 indicating strongest agreement with the statement. Overall teacher ratings are outlined below.

- 8.4 (up from 8.0 in 2017) – I work with other teachers to develop cross-curricular or common learning.
- 9 (up from 7.8 in 2018) – I talk with other teachers about strategies to improve student engagement.
- 8.5 (up from 8.2 in 2017) – when students' formal assessment tasks or daily classroom tasks fail to meet expectations, I give them another opportunity to improve.
- 9.1 (up from 8.4 in 2017) – I use two or more teaching strategies in most class periods.
- 8.5 (up from 8 in 2017) – In most of my classes I discuss the learning goals for the lesson.
- 9 (up from 8.2 in 2017) – I set high expectations for student learning.
- 9.3 (up from 8.8 in 2017) I set clear expectations for classroom behaviour

Policy requirements

Aboriginal education

The school community recognises Aboriginal custodianship of country and acknowledges the significance of Aboriginal culture in Australia on a regular basis. By "acknowledging the traditional custodians" of the land at formal gatherings, our students, staff and parents, regularly pay respect for Aboriginal people, as Australia's First Peoples.

Aboriginal perspectives were integrated into class topics across curriculum areas, with students learning about history, culture and current perspectives.

When studying Features of Places in Geography, Stage 1 students explored how Aboriginal people used plants as a form of medicine as well as food. Children were able to eat berries that Aboriginal people commonly ate. They studied rock carvings and heard stories about special places where Aboriginal people lived in the local district.

Year 2 students completed a unit of work on Aboriginal Dreamtime stories. This allowed the students to develop an understanding and appreciation of the Aboriginal understanding of the world, of its creation, and its stories.

Year 1 students completed a unit of work which focused on the rich text *Sam's Bush Journey* by Sally Morgan and Bronwyn Bancroft. This study gave students the opportunity to explore the concept of the Aboriginal people's connection with the land.

During the study of weather and seasons, students explored the rich text *Big Rain Coming* by Katrina Germein and Bronwyn Bancroft. As a result of the associated learning experiences, students developed an appreciation about the knowledge of Aboriginal elders in understanding, reading and connecting with weather patterns.

Aboriginal history was taught in History, English and science to Stage 3 students.

In History, Stage 3 students explored the impact that settlement had on local aboriginal peoples and the environment. Students explored this by looking at primary and secondary sources. This provided students with empathetic understanding and a deeper perspective on how Aboriginal people were impacted.

In science, students explored how local Aboriginal peoples used the night sky to inform decisions on hunting and farming. This provided students with a deeper understanding of Aboriginal culture.

Multicultural and anti-racism education

The school's curriculum is inclusive of a range of programs and strategies, which encourage intercultural understanding. The children explore different cultures, examine and compare cultural perspectives and

interpretations of text, and are involved in events that foster social inclusion and individual identity. Harmony Day is celebrated each year to celebrate diversity and its benefits. An English as an Additional Language or Dialect (EALD) program is provided to support students from a Language Background other than English to meet their learning needs. Specialist teachers provided training to colleagues to build capacity in specific techniques, strategies and assessments. Anti-racism contact officers are trained in dealing with any related incidents.