

John Purchase Public School

2019 Annual Report



4572

Introduction

The Annual Report for 2019 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.

School contact details

John Purchase Public School
Purchase Rd
Cherrybrook, 2126
www.johnpurch-p.schools.nsw.edu.au
johnpurch-p.school@det.nsw.edu.au
9875 3100

Message from the principal

As I reflect over the last 12 months at John Purchase, I feel an immense sense of pride. Our teachers are highly skilled and their commitment to continually improving their craft cannot be faulted. Our work over the recent years in examining, implementing and reflecting on research-based practice has resulted in teachers embracing a range of practices which honour our learners' needs and aspirations and ensure the students' learning is continually moving forward.

We have worked solidly to ensure scope and sequences of learning and teaching programs support the big ideas in syllabus documents and to ensure formative assessment practices are embedded in a way that makes learning visible to both teachers and students. This is important to us because we want our students to be assessment-capable, self-regulated, life-long learners. This means fostering students' understanding of what they are learning, why the learning is important, where that learning fits into the learning trajectory, how they are going with that learning, what they can do to get better and what the next steps in their learning will be. After several years of hard work, and enthusiasm, I feel these practices are becoming increasingly embedded into the classroom, becoming part of what we reinforce every day. This is extremely rewarding, as is observing students' learning in classrooms and collaboratively analysing the growth demonstrated in the work samples students are producing.

A snapshot of school culture and our instructional rounds 'celebration wall', showed that our staff clearly understand the importance of building positive relationships with all stakeholders and having high expectations of every student, in terms of supporting student wellbeing and progress.

We are very proud of the efforts, dedication and achievements of John Purchase students. The children continue to perform exceptionally well in all areas.

Students' interpersonal and intrapersonal skills and qualities are beyond what one would typically expect from primary aged children. Their concern and care for one another and for those less fortunate is admirable. Our school expectations of respect, responsibility and aspire, are continually reinforced in the classroom and playground.

This is also an indication of the wonderful guidance the children receive at home by their parents. We appreciate our positive, committed and supportive parent body. I thank you for your tremendous support over the last twelve months.

We do certainly have so much to be proud of at John Purchase Public School, and I hope this annual report conveys not only individual and collective achievements, but also the unique qualities of the children, teachers and parents who make up our amazing school.

Message from the school community

The John Purchase Public School Parents' and Citizens' Association is a not-for-profit organisation. The purpose of the John Purchase Public School Parents' and Citizens' Association is the advancement of education at John Purchase Public School. Asking these questions (and trying to answer them) helps charities to stay true to their vision and mission:

- Why are we here?
- What are we doing?
- How are we doing it?

The John Purchase Public School Parents' and Citizens' Association (JPPS P&C) seeks to assist the John Purchase School (JPPS) in the education of the students who attend JPPS.

We attempt to achieve this through:

1. Promotion of the interests of the school by bringing parents, citizens, students and teaching staff into close cooperation; and
2. Assistance in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school. The former requires the JPPS P&C to organise events for parents, citizens, students and teaching staff to attend. It is also facilitated by volunteering at the school, as part of the P&C or not. The latter requires the JPPS P&C to raise funds. The JPPS P&C relies heavily on volunteers to build a community to assist parents. The P&C exists on the backs of its volunteers. It would not exist without you, and I believe that the school and its students would be worse off without you. I want to thank our crew of volunteers, who every year rise up to the challenges facing our not for profit and the community it serves. 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. *"Never underestimate your ability to make someone else's life better – even if you never know it."* – Greg Louganis

Why volunteer?

As parents we are destined to pass on lessons in life, both good and bad. Our hope is that the former outweighs the

1. Leading by example;
2. The importance of kindness;
3. To pursue your dreams;
4. Being a better person than I was yesterday;
5. Doing more than I am asked;
6. Other people besides themselves are important;

Volunteering at the school also allows children and parents to better communicate. As a child relates a story of their school day, the parent is better able to put faces to names, recognise the teacher or have knowledge of the location.

The JPPS P&C were in the fortunate position to experiment with the organisation of the Easter and Election events. The Easter event successfully partitioned the workload across a number of people and the Election ran smoothly without someone being present to oversee operations for the whole day.

So, there is no reason for the same people to organize and volunteer for every event.

- It is entirely feasible to distribute the effort across each of the 400+ families;
- You need only volunteer just once in the 7 years that your child is at John Purchase;
- You will be able to make a valuable contribution with little supervision required.

I for one share your belief in the future of our children. 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.

What are we doing?

- The JPPS P&C purchased in excess of \$25k of equipment (Air Conditioners, Data Projectors and Outdoor Learning Area equipment) in 2019.
- The JPPS P&C again contributed \$50k towards the Learning and Support teacher in 2019.
- The volunteering efforts of the P&C raised in excess of \$10k profit in community events (discos, breakfast, stalls etc.) throughout 2019.

How are we doing it (2019 in review)?

We began 2019 with a new Uniform Shop manager and a range of changes to employment documentation to align with Fair Work requirements. In addition, we engaged with Department Education Asset Management to make progress towards the canteen Renovation.

As the year draws to a close having allocated funds and identified the contractor, it is now a real possibility that the Canteen Renovation can be completed before students return to school in 2020.

Term 1

As always, the volunteers of the JPPS P&C, were already hard at work in term 1 organizing community events such as the Welcome BBQ, Term 1 Disco, Easter Celebrations, Mother's Day and the Entertainment Book.

In February we began the process of hiring a band coordinator to assist in the organization of the band.

This year Bec and Jenny organized the Welcome BBQ, an event that is designed to welcome new families to the school. This is a wonderful idea and admirable that Bec and Jenny believed that it was a cause that was worth their time and effort. The night went smoothly despite the threatening weather. Families were able to enjoy the afternoon and their first impression of JPPS was most assuredly a positive one.

The term 1 disco was organised by Frankie, Jaya and Anh with a theme of "Magic". The Discos are a favourite of the children and they had a wonderful time and behaved admirably throughout the night.

The P&C did not have the number of volunteer necessary to operate the disco and simultaneously organize the Election BBQ. So, we opted to run the disco, since this an event for the children, as opposed to the Election which are not fun for children at all.

Easter celebrations were partitioned into a number of smaller roles organized by different individuals. This proved a great success and alleviated the stress of everything falling on the shoulders of only one or two people.

Many Australians celebrate Mother's Day and Father's Day as a display or appreciation for the achievements and efforts of mothers and fathers. The JPPS P&C believes that the organization of a Mother's Day breakfast, Mother's Day stalls, Father's Day breakfast and Father's Day stalls is the embodiment of its advocacy. The organisation of the Mother's Day and Father's Day events represent the charity to the community and to its members and stakeholders.

This year Anh, again, organized Mother's Day and encouraged parents to pay online rather than queue in the morning to pay. Numbers were down significantly this year, perhaps as a result of Ramadan or perhaps as a result of the online payment preference.

Mother's Day is annually observed in Australia on the second Sunday of May. Mother's Day coincided with Ramadan in 2019 and will again coincide with Ramadan in 2020 and 2021. The JPPS P&C recognizes that our community is strongly multicultural with about 70% of the students enrolled as English as a Second Language. It was too late to alter the Mother's Day plans for 2019, but the JPPS P&C did investigate the implications for the following years. Certainly, shifting Mother's Day Breakfast to week after in 2021 (Friday May 14th) gives P&C another week to organize. This is perhaps even beneficial to volunteers.

We would need to shift Mother's Day 3 weeks (Fri May 29th) in 2020. We also have a responsibility for the welfare of our volunteers and the welfare of children, so we have decided to not start Breakfast before sunrise.

Mother's Day stall was managed by Cate Grace with the assistance of Kylie, Nikki, Fiona, Jo and Cherie. As usual they did a wonderful job of sourcing an array of Mother's day gifts for children to choose from. Cate Grace and crew source the array of gifts from several suppliers several weeks in advance. They then back up on the day by setting up the tables, arranging the gifts, making certain that prices are clearly labelled and coordinate with school staff to ensure that students experience a smooth and hazard free shopping expedition. They even arrange it so that all students can a broad selection of gifts. Truly marvelous.

Term 2

We welcomed Amy Kelman at the start of Term 2 who joined the JPPS P&C as our new Band Coordinator.

We organised for the artificial turf, donated by Lorraine and John Samson, to be installed using the money raised for Outdoor Learning Areas, from the '2018 Run 4 Fun'.

In June we applied to the 'My Community Project' grant for artificial turf and resurfacing for the K-2 area, requesting \$120k. The new 'My Community Project' initiative came to our attention as an avenue of obtaining government grants for the development of projects that will benefit the community. In consultation with the school the P&C has applied for a grant to install artificial grass in the K-2 playground area. This area is used by children from Kindergarten to Year 2 to play at recess, lunch and sport periods, and which is accessible for children from Kindergarten to Year 6 while they attend Vacation Care and Before and After School Care. Having artificial grass in the K - 2 playground also affords opportunities for additional outdoor learning activities, providing an attractive and usable space for outdoor lessons. The high volume of traffic (~300 students) prevents grass from successfully growing despite numerous attempts.

We updated our constitution to identify and name the JPPS Building Fund as advised by the ATO. We introduced a number of guidelines and handbooks to clearly outline the relationship between the P&C, its volunteers, employees and the wider school community. In particular the "handbooks" were introduced as a method of communicating the core

information to volunteers and organisers.

- JPPS P&C Handbook
- Event Organiser's Handbook
- Event Responsibilities 2019
- Dealing with Aggression Guidance
- Event Anti-Bullying Guidance
- Child Safe Policy (needed to apply for Band to be 'Creative Kids' provider)
- Child Safe Child Friendly Guidance

Bec operated the Election BBQ successfully run without a member of the executive in attendance for the full day. Thanks to Bec and volunteers on the day for organising this service again. If was not for Bec, the Election BBQ, would not have gone ahead, despite the polling booth being situated at JPPS.

Term 3

In August we attempted to organize the Education Week BBQ. The BBQ for education week has been difficult to organise in terms of volunteers for the last 2 years. This year proved no different and unfortunately the family members of teachers were needed to successfully complete the day. We do not plan to operate a BBQ for Education Week going forward.

In September Cate Grace along with volunteers were sourcing an array of Father's Day gifts and then following up their efforts to set up and operate the stalls.

Cate and the volunteers that help organize the Mother's day and Father's Day stalls are a great example of parents that have identified tasks that need to be done and just do them without fanfare. They perform an invaluable service, enabling the children to supply gifts to their Mothers and Fathers.

Anh, was again organizing the Father's Day Breakfast. The event was again organized as a pre-ticketed online payment at \$7 and walk ins at \$10. Thanks to Anh for her hard work setting up and organising. For their \$7 to \$10 the attendees get bacon, eggs, bread and/or toast, fruit, cereal and barista coffee. This is great value, even at \$10.

As always it is wonderful to hear of new volunteers and new parents stepping in to lend a hand. As children and their families move on into High School it is nice to know that the next generation of parents are willing to play a part in the advancement of education.

At each event the P&C and the organisers were supported by a number of amazing volunteers.

We learned that the application to the 'My Community Project' for artificial grass in the K – 2 playground was unsuccessful.

Another grant open to the JPPS P&C is the Community Building Partnership grant. The application for painting toilets for Community Building Partnership was submitted 23rd September.

On Friday 26th October we are organized the breakfast for the teachers and staff to coincide with teacher's day. Teachers and staff were extremely appreciative, and everything ran smoothly.

It came to the attention that the P&C operation of a Deductible Gift Fund (Approved Building Fund) was not within ATO guidelines. Hence the constitution was amended in August to identify the fund and a clause allowing for the creation of fund rules.

Periodically the P&C is required to pay for items with a credit card. This has traditionally required the use of a parent's credit card who is subsequently reimbursed. The P&C voted to authorize a JPPS P&C credit card that will be in the possession of the executive. As part of the process it will be necessary to organize a bank account with a single signatory. This account will have a limit of \$1000.

Term 4

In November we purchased two new BBQs to replace the aging BBQs.

A small air conditioner was installed in the uniform shop for approximately \$1800. This was done to ensure the comfort of volunteers and staff when working in the Uniform Shop.

As we close out the year, I find that we are again conducting interviews as we replace our conductor Mr Felton, who has decided to reduce his work load.

Uniform

The Executive committee would also extend thanks Sarah for her leadership, management skills and business acumen that she brings to the Uniform Shop. Sarah launched the starting school essentials packs this year at the 2020 Kindergarten orientation that proved a wonderful success.

Canteen

The Executive committee would also extend thanks Donna and Anna for the leadership they bring to the Canteen. Our Canteen capably managed by Donna and Anna had achieved a score of 82% for our menu when assessed against the healthy options criteria and won the NSW Healthy choices award of \$3000. This money has been used to purchase a new drinks fridge to be installed at the start of 2020. In September the Canteen introduced the Return and Earn buckets/bins have been set up for recycling bottles. The Uniform shop and Canteen will raise in excess of \$30k profit by the end of the year.

Band

Amy Kelman joined the JPPS P&C as our new Band coordinator in April. Throughout the year, Amy was enthusiastic and has initiated a number of suggestions to improving the organization of the band and supporting musical education within the school. Amy organized Two Band Competitions, the Band Workshop, the November twilight Concert and the tryouts for 2020 training band. Band Camp was organized by school this year, but Amy has already organized next year's band camp to be at Vision Valley.

We acknowledge that it is through the diligence and organization of Amy Kelman, and the JPPS Band subcommittee and passion of Mr. Felton that our fabulous Concert Band won gold and the JPPS Training Band Won Bronze at the NSW championships this year. A very special thanks is deserved to Jack and Jing who set up for the band every week and to Julie who is there to help pack up every week.

It is with great sadness that we say goodbye to Mr Felton as our Band Conductor. Mr Felton was adored by the students with band and revered amongst band parents.

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. Without a treasurer it has been the efforts of Sue that has allowed the executive to track the state of our finances and still deliver a financial report at meetings. 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.

"The greatest use of a life is to spend it for something that will outlast it" William James

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.

I will not be returning in 2020. All my children will have moved on to high school and it is time to hand over the operations to parents that have a real responsibility to the success of the P&C.

Executive

I would like to extend a personal and heartfelt thanks to Anh, Ruth, Andrew, Bec, Kate, Ivana, Neelam and Meeta for all that each of you have brought to the 2019 executive. You are all doing more than you have to. As parents we do whatever needs to be done to support our family. As volunteers, you do whatever needs to be done to support your community.

"You must be the change you wish to see in the world." – Mahatma Gandhi

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 70% 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, embedded use of formative assessment and High Potential and Gifted Education programs.

The school has a friendly and supportive school community. We 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 for staff and students.

Focus areas are:

- deep learning,
- intentional and impactful teaching and
- leadership excellence which supports an engaged community.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

By the end of 2020:

Lesson observation data, *Tell Them From Me* Survey results, student interviews and student work samples indicate that students have regularly reflected and acted on feedback across the KLAs.

Instructional rounds data, teacher programs, including 21st century tasks, and work samples collected from the Cultures of Thinking Action Research project, reflect students' ability to engage in deep, visible thinking.

Average academic performance in NAPLAN, including growth data, is above similar school groups. This includes 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 Kindergarten, level 20 in year 1, level 27 in year 2.

Progress towards achieving improvement measures

Process 1: Visible Learning through Formative Assessment

Engage school community through professional learning with a focus on helping our students to understand that feedback is an essential aspect of the learning cycle. Students are feedback seekers, who actively reflect on and apply feedback to improve the quality of their learning.

Evaluation	Funds Expended (Resources)
<p>Teachers participated in professional learning which involved providing specific and timely feedback on student work, and role playing feedback conversations based on authentic samples of student work.</p> <p>Analysis of student work samples at tuning protocol meetings and meetings with principal showed:</p> <ul style="list-style-type: none">• initial pieces of student work related to the learning intention• specific feedback related to the learning intention and/or success criteria and subsequent instruction, and• subsequent student work samples demonstrated student reflection and growth. <p><i>Tell Them From Me</i> survey results provided a score of:</p> <ul style="list-style-type: none">• 8.8 out of 10 for the statement, <i>Students receive feedback on their work that brings them closer to achieving their goals.</i>• 8.3 out of 10 for the statement, <i>When students formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve</i>• 8.7 out of 10 for the statement, <i>I give students feedback on how to improve their performance on formal assessment tasks</i>	<p>\$5000 Instructional Rounds consultancy and release</p> <p>\$5000 stage planning costs including release and professional learning consultancy fees</p>

Process 2: Engage in a Culture of Thinking

Action research projects involve teachers developing their own focus area based on a problem of practice. Throughout the project, teachers explore and apply the research surrounding their individual problem of practice. They participate in lesson observations and subsequent coaching sessions to improve practice in terms of the action research project and present our findings and growth at a culminating celebration day.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

Teachers and leaders have implemented a range of Cultures Of Thinking strategies as evidenced by class programs, classroom observations, workshop input and reflection posters. Teachers engaged in professional dialogue to reflect on, share progress and celebrate impact on students' learning. Teacher survey results showed that the initiatives have had a positive impact on capacity to deepen students' responses, thinking and understanding of syllabus-based concepts. Teachers reported that students' increased accountability and the quality of oral and written responses were also identified as being facilitated by the discussion protocols and questioning strategies being adopted.

Following 16 classroom observations, the Dural Instructional Rounds team congratulated the school on the enormous changes to pedagogy that has occurred over the past three years. In particular:

- The change in classrooms dynamics so that there is an expectation for all students to think about and talk about their learning, rather than be passive participants;
- The prevalence of well-constructed Learning Intentions and Success Criteria in all classrooms;
- The frequent use of "wait time" and "thinking partners" so that all students have an opportunity to gather their thoughts before answering questions;
- The embedded and confident use of thinking routines, and of teachers' noticing and naming the types of thinking that students were using;
- The planning of tasks so that they are more engaging for students; and
- The many forms of scaffolding in classrooms to support success in the tasks.

Consultancy and release fees \$27 000

Process 3: Evidence Based Literacy and Numeracy Practices

Engage staff in teacher professional learning in literacy and numeracy, to develop and enhance the planning, teaching and assessment cycle using modelled, guided and independent processes. Students develop a range of strategies to gain deeper understandings from a variety of quality multimodal texts.

Evaluation	Funds Expended (Resources)
<p>Value added data is categorised as delivering, sustaining and growing or excelling, with excelling being the highest level attainable. 2019 John Purchase growth data, which tracks student progress from Kindergarten to Year 3, and from Year 3 to Year 5, has been rated as excelling. The percentage of students achieving at or above average growth compared to students in similar schools and students across the state were as follows:</p> <ul style="list-style-type: none"> • Reading – school 81.4%, similar school groups 65.2%, state 58.4% • Writing – 72.2%, similar school groups 68%, state 57.2% • Numeracy – 70.8%, similar school groups 62.3%, state 53.1% <p>NAPLAN performance is above similar schools in Year 3 spelling and writing and similar to similar schools in reading, grammar and punctuation and numeracy. In Year 5 NAPLAN performance is above like schools in spelling, grammar and punctuation, reading and numeracy.</p>	<p>\$10 000 <i>Quicksmart</i> training fees, release and component of SLSO salaries</p> <p>\$100 000 Reading Teacher (partially funded by P & C)</p> <p>\$10 000 Reading materials for students</p>

Next Steps

- Focus on clarity – ensuring intentions, performance of understanding, feedback and questioning are aligned.
- Further explore the use of questioning to elicit student understanding and to extend student thinking.
- Collaboratively developing worthwhile lessons within worthwhile learning trajectories.
- Continuing to explore syllabus documents to identify key ideas and essential questions for maximum impact.
- Planning for and using feedback based on next steps in the learning trajectory.
- Reviewing the research in terms of how students learn to spell, collaboratively developing word work lessons and reviewing the scope and sequence document.
- Using tuning protocols and consistency in judgement protocols to regularly monitor student progress and inform next steps.
- Participation in the wellbeing program, *Got It*.

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.

Improvement Measures

Walkthrough data and student interview responses indicate a 10% increase in use of effective feedback to move learning forward.

Teacher responses on the *Tell Them From Me* 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 commensurate with student need.

Progress towards achieving improvement measures

Process 1: Staff: Through stage collaboration, supported by professional learning and individual coaching, teachers engage in the planning and implementation of research based, high impact teaching strategies. Practices are refined through peer observation, feedback and reflection (eg lesson study, action research).

Evaluation	Funds Expended (Resources)
<p>Lesson observations and instructional rounds data showed that the strategies consistently employed in classrooms included an emphasis on metacognition and use of formative assessment, including learning intentions, success criteria and application of feedback.</p> <p>Survey responses indicated that students believed:</p> <ul style="list-style-type: none">a) their teachers tell us what to expect – 91%b) their teachers set clear goals – 92%c) their teachers ask them to explain answers – 88%d) their classroom is well organised, with a clear purpose, with immediate feedback that helps their learning – 82% <p>Teachers across all stages have effectively planned, implemented and evaluated worthwhile lessons within a worthwhile trajectories in English.</p> <p><i>Tell Them From Me</i> data demonstrates that teachers:</p> <ul style="list-style-type: none">* use results from formative assessment tasks to inform lesson planning – 88% up from 85% in 2018* give students feedback on how to improve their performance on formal assessment tasks – 87% up from 78% in 2018	<p>ERG Group – 10 X Zoom Video Conferences \$4800</p> <p>Professional Reading for teachers (Brookhart and Hattie) \$3000</p>

Process 2: Staff: Teachers at all different stages of their professional journey engage in coaching, reflection, meetings, lesson observations, feedback and professional dialogue with peers, coaches and supervisors. Teachers explore effective processes of giving, receiving and acting on feedback to drive student learning.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

- Leading Learners network participants demonstrated newly acquired skills through use of role play and other collaborative activities eg having difficult conversations.
- Improved culture of feedback across the school which is evidenced by professional development plans, teachers' enthusiasm in terms of co-teaching and coaching feedback.
- Teachers developed worthwhile lessons within a worthwhile trajectory, team leaders observed the worthwhile lessons, team leaders prepared and were mentored regarding feedback provided and then reflected on their learning and next steps as leaders. This feedback and learning was documented by the team leaders.
- *Tell Them From Me* teacher ratings were as follows:
 - School leaders have taken time to observe my teaching – 8.4 out of 10
 - School leaders have helped me improve my teaching – 8.4 out of 10
 - School leaders have provided me with useful feedback about my teaching – 8.2 out of 10

Twilight professional learning sessions for all teachers – effective feedback and surface, deep, transfer learning \$20 000

Leading Learners Network release and costs – \$4000

Executive conference – clarity \$7 000

QTSS and PL funds \$140 000

Process 3: Staff participate in training and subsequently develop a school wide scope and sequence based on the new technology syllabus.

Evaluation	Funds Expended (Resources)
A K – 6 Digital Technology scope and sequence which fulfils syllabus expectations has been developed and is being implemented, as demonstrated in programs and classroom lessons.	\$2000 release Executive meetings

Next Steps

- Further develop use of platforms which promote online and blended learning.
- Conduct research into best practices in teaching spelling and develop quality spelling and word work mini lessons.
- Collaboratively plan maths talks, including those that allow for differentiation.
- Participate in visible thinking action research.
- Focus on questioning to elicit student understanding (formative assessment and to extend student thinking (procedural, review, facilitative, generative).
- Explore research based teaching and learning strategies through the collaborative study of *What Works Best* (CESE, 2020).
- Participation in advanced data analysis training, and subsequently use the analysis to inform measures to improve and monitor student growth.
- Coaching impact cycles focus on analysing and acting on student growth / improvement.



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.

Improvement Measures

Tell Them From Me and school based surveys indicate a 10% increase in leadership and parent involvement ratings.

Results from parent forums indicate a 10% increase in parent and community engagement through face to face and online platforms.

Executive meeting 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.

Progress towards achieving improvement measures

Process 1: School leaders build outstanding instructional leadership capacity through collaborative, research-based and practical professional learning. This involves: making classroom observations, providing formative feedback to teachers and each other, interpreting test scores with teachers, focusing on instructional issues, ensuring a coordinated instructional program, being highly visible, communicating high academic standards and ensuring class atmospheres are conducive to learning.

Evaluation	Funds Expended (Resources)
<p>Team leaders led their teams to develop worthwhile lessons within worthwhile trajectories. This included devising relevant performance of understandings and then backward mapping each lesson to support the development of skills required to master the performance of understanding. This led to increased alignment and clarity between learning intentions, task quality, feedback and success criteria. Team leaders observed the same lesson from the planned trajectory across classrooms, and provided formative feedback to each teacher. Each team leader received formative feedback about the feedback they provided to team members from an education consultant, which further informed instructional leadership practices.</p> <p>The Leading Learner's Network explored Susan Brookhart's notion of using formative feedback to support teachers and each other. Formative feedback was based on realities of practice derived from lesson observations and student work samples. This informed next steps and allowed teachers to work collaboratively with each other and their team leaders on specific teaching and learning goals related to student progress.</p> <p><i>Tell Them From Me</i> data indicates a clear instructional leadership focus with the following results:</p> <ul style="list-style-type: none">• school leaders have provided me with useful feedback about my teaching 8.2• school leaders have helped me improve my teaching 8.4• school leaders have taken time to observe my teaching 8.4	<p>\$4000 – Leadership professional learning sessions timetabled</p> <p>\$4000 – collaborative planning release</p> <p>\$300 – Susan Brookhart books</p> <p>\$1000 – Leadership consultant sessions receiving feedback on feedback being provided to team members.</p>

Process 2: Introducing and extending opportunities for improved communication and parent participation in students' learning, including the provision of feedback

Evaluation	Funds Expended (Resources)
<p>There has been an increase in the number of master class workshops and sessions planned and delivered to parents which focus on how students learn, how the school approaches learning and practical ways children's</p>	<p>\$1000 release</p> <p>\$100 materials and catering</p>

Progress towards achieving improvement measures

learning can be supported at home. These have been appraised very positively by attendees as shown in survey responses. Between 95 % and 100% of survey respondents from the sessions found the sessions either useful or extremely useful.

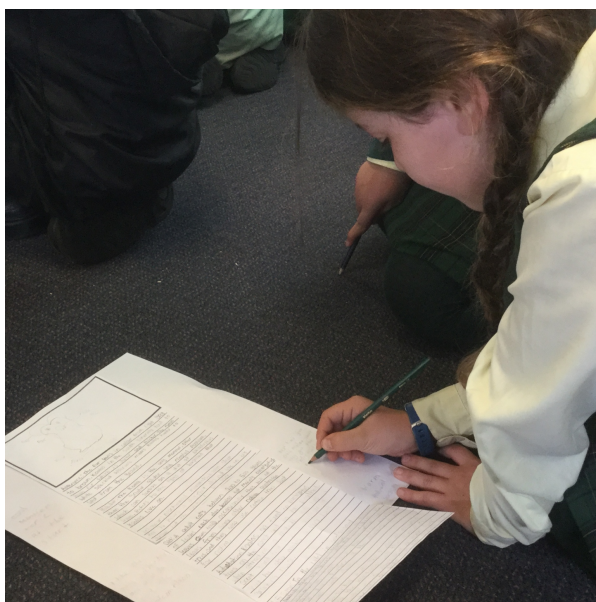
Student learning, as observed in classrooms across the school, was a focus within principal's newsletter reports.

Process 3: Distributed leadership practices are employed, supporting growth for teachers throughout career paths, and providing opportunities for aspiring leaders and leaders to lead projects which improve teaching and learning beyond own classroom, and to use the AITSL profiles to reflect on leadership practices.

Evaluation	Funds Expended (Resources)
<p>Regular professional learning sessions for the school leadership team have provided opportunities to focus on instructional matters and student learning. Executive feedback and analysis of teaching and learning programs demonstrated a focus on creating, implementing and reflecting on worthwhile lessons (Brookhart). Growth in student learning was demonstrated in the student work samples produced as part of the performance of understanding.</p> <p>Three aspiring leaders were successful in obtaining leadership positions for 2020. Aspiring leaders were provided with opportunities to provide leadership to others in terms of leading components of stage planning meetings and having their practice observed by and critiqued by their peers.</p>	\$1000 release costs

Next Steps

- Expand the *New Teacher Tribe* initiatives to include other schools in our network.
- Expand opportunities to utilise and extend teacher expertise.
- Utilise the AITSL leadership profiles to reflect on leadership skills and directions.
- Further extend opportunities for parent engagement in student learning and wellbeing e.g. *Got It* Program



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	EaLD staffing including flexible funding – \$193 000	EaLD (English as an Additional Dialect) teachers worked shoulder to shoulder in classrooms with teachers to support students' language acquisition and also provided individual and small group instruction on a more intensive basis, for those students requiring this level of support. Classroom teachers' subsequently built capacity in supporting the language needs of EALD students. Students participating in the EALD program achieved significant gains in their language proficiency. This was indicated through the use of the EALD Progressions to determine their skill level at the beginning and end of the year. Whilst all students showed progress, 45.2% of students showed significant growth to the extent of moving up one EALD Progression Phase (5.9% moved from Beginning to Emerging, 20% from Emerging to Developing and 18.5% from Developing to Consolidating).
Low level adjustment for disability	Equity Loading for SLSOs – \$38 000 Learning and Support staffing – \$53 358	The Learning and Support Teacher coordinated learning support and adjustments throughout the school. School Learning Support Officers supported students in classrooms with learning and in the playground with social skills. Two learning support officers, two executive members and one classroom teacher were trained in the <i>Quicksmart</i> Program to support students in Years 4 and 5 improve basic mathematic skills..13 Students participated in a reading recovery program. On average, the students improved 12 running record benchmark levels. The literacy teacher supported Year 1 and Year 2 students' reading development with group guided reading lessons. The running record benchmark results indicated that students had improved an average of 10 levels. 12 students from Year 1 participated in the <i>Language for Learning</i> Program with a School Learning Support Officer. All participants improved oral comprehension and conversational skills. 15 students participated in the <i>MULTILIT</i> Program. 8 students completed the program and, 6 students progressed 6 or more levels. 6 students in Year 4 and Year 5 participated in the <i>QuickSmart</i> Numeracy program with a teacher and two School Learning Support Officers. Five of the six students improved their accuracy and confidence when using basic mathematical operations.
Quality Teaching, Successful Students (QTSS)	QTSS funds \$113 000	An instructional coaching program was implemented to support 11 teachers in improving their practice, based on student need. The coaching process is cyclical and involves: preliminary discussions, recording of lessons, collaborative analysis of lessons and student work samples, teacher identification of professional learning goal based on the filmed lesson, researching evidence based strategies and observing exemplar practice in

Quality Teaching, Successful Students (QTSS)	QTSS funds \$113 000	<p>the area identified, implementation and trialling of relevant strategies, re filming , analysis and goal amendment. Participating teachers participated in a video review of lessons with our Instructional Coaches, which has an effect size of 0.88.</p> <p>In 11 out of 11 classrooms high impact strategies were observed to increase students' learning.</p> <p>These included:</p> <ul style="list-style-type: none"> • strategies emphasising teacher clarity (effect size of 0.76) such as direct instruction (0.59), explicit teaching (0.57), setting clear learning intentions (0.51) and success criteria (0.88), setting appropriately challenging goals (0.59) and structuring lessons which map teaching and learning and stimulate engagement; • metacognitive strategies such as seeking help from peers (0.83); • strategies emphasising feedback (0.64), including classroom discussion (0.82); • strategies emphasising success criteria including peer and teacher feedback (0.73); • strategies emphasising learning intentions such as concept mapping (0.62); • strategies emphasising classroom discussion (0.82); • the explicit teaching of summarisation (0.74) <p>In 11 out of 11 classrooms, lessons were designed and implemented commensurate with student need.</p>
Socio-economic background	\$5 700 SLSO salary from Equity Funding	School Learning Support Officers supported six students on a one-to-one basis from each Stage One class (a total of 36 students), using the <i>Pause, Prompt, Praise</i> Strategy for one term from mid Term 3 to mid Term 4. On average, students participating in this program improved by 2 reading benchmark levels over the 10 week period.
Support for beginning teachers	\$90 000 Beginning Teacher Funding	<p>Nine out of nine teachers returned surveys which showed that the support provided:</p> <ul style="list-style-type: none"> • helped focus on individual teaching needs • assisted them to understand syllabus expectations • provided or directed them to useful resources • helped assess and build on student learning • helped improve practice • helped improve student outcomes • helped them achieve teaching goals
Targeted student support for refugees and new arrivals	Staffing \$20 000	The New Arrival program provided daily intensive English acquisition classes to eight students. The intensive classes initially involved teaching the students survival language skills to enable them to engage successfully in the school environment. The classes focused on helping students build a strong foundation of understanding about the English language and to further develop their linguistic skills to prepare them for interaction

<p>Targeted student support for refugees and new arrivals</p>	<p>Staffing \$20 000</p>	<p>with the NSW Curriculum, as well as real life events outside of school.</p> <p>Support for this development continued in classrooms through extra EAL/D teacher support, through EAL/D specialist workshops and through one-on-one conferencing to support teachers in learning how best to cater for these students via differentiation to classroom programs and teaching strategies.</p> <p>Regardless of whether the students 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 (five from Beginning to Emerging and one from Emerging to Developing) and all students progressed one EALD Progression Phase in one or more modes of language skill (Speaking, Listening, Reading and Writing).</p>
--	--------------------------	--



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	352	356	345	341
Girls	319	317	310	303

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	96.7	95	95.9
1	95.5	96.7	95.4	94.7
2	96	95.7	95.8	94.5
3	96.7	96.7	96.3	95
4	96.6	96.9	95.6	94.7
5	96.1	96.7	95.5	94.7
6	95.4	94.8	95.2	94.4
All Years	96	96.3	95.5	94.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.15
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,226,351
Revenue	5,605,996
Appropriation	5,052,798
Sale of Goods and Services	6,024
Grants and contributions	525,052
Investment income	5,118
Other revenue	17,004
Expenses	-5,837,658
Employee related	-4,524,953
Operating expenses	-1,312,705
Surplus / deficit for the year	-231,661

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	257,856
Equity - Aboriginal	0
Equity - Socio-economic	5,706
Equity - Language	160,741
Equity - Disability	91,408
Base Total	4,168,606
Base - Per Capita	153,688
Base - Location	0
Base - Other	4,014,918
Other Total	403,334
Grand Total	4,829,796

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Literacy

READING

- 72.4% of Year 3 students at JPPS achieved results in the top two bands, compared to 51.7% across the state and 74.6% in similar school groups.
- 64.6% of Year 5 students at JPPS achieved results in the top two bands, compared to 36.1% across the state and 62.5% in similar school groups.
- 81.4% of Year 5 students at JPPS achieved results at or above expected growth between Year 3 and Year 5, compared to 65.2% across the state and 58.4% in similar school groups.

WRITING

- 81.9% of Year 3 students at JPPS achieved results in the top two bands, compared to 55.1% across the state and 75.8% in similar school groups.
- 30.9% of Year 5 students at JPPS achieved results in the top two bands, compared to 17.6% across the state and 33.9% in similar
- 72.2% of Year 5 students at JPPS achieved results at or above expected growth between Year 3 and Year 5, compared to 68% across the state and 57.2% in similar school groups.

SPELLING

- 76.2% of Year 3 students at JPPS achieved results in the top two bands, compared to 52% across the state and 73.5% in similar school groups.
- 67% of Year 5 students at JPPS achieved results in the top two bands, compared to 37.6% across the state and 60.2% in similar school groups.
- 60.4% of Year 3 students at JPPS achieved results at or above expected growth between Year 3 and Year 5, compared to 64.3% across the state and 58.6% in similar school groups.

Numeracy

- 61.9% of Year 3 students at JPPS achieved results in the top two bands, compared to 39.9% across the state and 66.1% in similar school groups.
- 60.6% of Year 5 students at JPPS achieved results in the top two bands, compared to 29.8% across the state and 57.5% in similar school groups.
- 70.8% of Year 5 students at JPPS achieved results at or above expected growth between Year 3 and Year 5, compared to 53.1% across the state and 62.3% in similar school groups.

Parent/caregiver, student, teacher satisfaction

Parent

Parents were asked to complete a number of surveys throughout the year. Results showed that:

- 93% of respondents indicated that the kindergarten session, *Supporting Reading at Home and School*, was extremely useful. 7% of respondents indicated that the session was highly useful.
- 87.5% respondents reported that the Home Reading session was extremely or highly useful.
- 100% of respondents indicated that the Stage 1 (Years 1 & 2) Reading masterclass was extremely or highly useful.
- 78% of respondents agreed they were satisfied with the school, 9% disagreed and 13% were neutral.
- 98.5% of survey respondents reported that the session *Cultures of Thinking* was extremely or highly useful. One respondent found the session to be somewhat useful.

Student

Student survey results showed:

- 88% reported they have friends at school they can trust and who encourage them to make positive choices, compared to 85% (NSW Govt norm).
- 93% reported valuing schooling outcomes.
- 92% reported positive behaviour at school, compared to 83% (NSW Govt norm).
- 88% 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, compared to 8.2% (NSW Govt norm).
- Learning relevance was given an overall rating of 8.1, compared to 7.9% (NSW Govt norm).
- Learning rigour was given an overall rating of 8.2.
- Advocacy at school was given an overall rating of 7.9.

Teacher

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.

- 8.6 (up from 8 in 2017 and 8.4 in 2018) – I work with other teachers to develop cross-curricular or common learning, compared to 7.6 (NSW Govt norm).
- 8.8 Students receive feedback on their work that brings them closer to achieving their goals, compared to 7.3 (NSW Govt norm).
- 8.9 (up from 8.1 in and 8.5 in 2018) – I monitor the progress of individual students, compared to 7.3 (NSW Govt norm).
- 8.2 School leaders have helped me set challenging and visible learning goals for my students (up from 7.3 in 2017 and 8.1 in 2018), compared to 7.1 (NSW Govt norm).
- 8.6 (up from 8 in 2017 and 8.5 in 2018) – In most of my classes I discuss the learning goals for the lesson.
- 8.9 I set high expectations for student learning, compared to 7.5 (NSW Govt norm).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.