

2021 Annual Report

John Purchase Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

Empowering learners today, for tomorrow!

At John Purchase Public School we are preparing our students as lifelong learners with the skills and dispositions to connect, succeed and thrive in an increasingly complex world.

Our school community is committed to developing confident, competent and resilient young people who work collaboratively to continually improve and achieve excellence. We believe in fostering students' joy and curiosity in learning, within a caring, inclusive and supportive environment.

Our school expectations of respect, responsibility and aspire, underpin our everyday practices.

School context

John Purchase Public School, situated in Cherrybrook, in north western Sydney, provides strong academic foundations and has established an excellent reputation within the community for its quality teaching programs, breadth of extra-curricula opportunities, capable teachers and outstanding student outcomes.

The school's parent population index of Community Socio-Economic Advantage (ICSEA) is consistently high (currently in the 96th percentile). The parent community is actively involved, supportive of their children's growth, attainment and wellbeing, keen to be kept informed of student progress and have high aspirations for their children's success. Parents are supportive and enthusiastically involve themselves in the schools' programs; working in partnership with the staff.

The school has a diverse population of 630 students, with 77% of families from 26 Language Backgrounds Other Than English (LBOTE), predominantly Chinese and Indian. Student tracking and emerging evaluative thinking processes enable us to monitor our impact and informs the school's teaching and learning programs. Specialist programs offered include: high potential and gifted education classes, individual MULTILIT reading, reading support, EaLD, QuickSmart numeracy and support teachers for learning.

An extensive range of extra-curricular activities include: dance troupes, choirs, bands, history club and various sport opportunities. After school activities include: chess, dance, Chinese language, Hindi language, coding, engineering, art classes, public speaking, keyboard and music.

The whole school community including: students, staff, parents and local networks were consulted and a thorough situational analysis was conducted, followed by the development of a strategic improvement plan. Through the NAPLAN gap analysis, target areas in reading and numeracy have been identified. This formed part of the situational analysis. This analysis of a range of evidence sets has demonstrated a need for an increased number of students to be able to respond to the most complex questions. Therefore teachers and leaders will learn how to effectively plan for rigour and challenge in reading and numeracy, for all learners. This incorporates the strengthening of deeper inferential reading comprehension skills and application of mathematical proficiencies (problem solving, reasoning, communication, understanding and fluency).

Staff will be supported to build capacity to meet the needs of all students across the learning spectrum, including EaLD and high potential and gifted learners. This will be facilitated through high impact professional learning, quality support programs and practices, and personalised learning initiatives. The expertise of the EaLD team will be utilised, to professionally develop our understanding of best practice. As we have 77% of students from EaLD backgrounds, all teachers are subsequently EaLD teachers, and excellent practice for EaLD learners equates to excellent practice for all. The expertise of instructional leaders will be mobilised to support leaders and teachers to increase rigour, challenge and expectations, to measure impact and identify next steps for students.

A review of data suggests that students can articulate what they are learning and why it is important and that they receive and act on feedforward (feedback that is used by the students to further develop their learning) in writing to improve their learning. Therefore, a focus is to strengthen feedforward in reading and numeracy. The feedforward provided to students will be responsive and monitored against attainment of learning goals in reading and numeracy. Related to students' effective application of feedforward, is a focus on deepening student self-regulation, so they can articulate where their learning fits in with prior and future learning and what they need to do to improve. This is important, so that students become active participants and co-drivers in their own learning. Student agency is important when empowering learners today, for success tomorrow, as lifelong learners. Teachers' work aligns with student improvement and leaders' work aligns with supporting teachers to improve student learning, with collective efficacy being at the heart of our work together.

Underpinning our drive to maximise student achievement and agency, is the need for teachers and leaders to

understand the impact of their practice. Thoughtful and timely collection and analysis of relevant data, including student improvement data, will allow us to use evaluative thinking to gauge impact and make adjustments as necessary. Leaders and aspiring leaders will participate in professional training, so that they are able to support the teaching team in continually monitoring student performance data, to determine areas of need.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Purpose

To improve growth and attainment, we will develop practices to ensure our students are appropriately challenged and supported in reading and numeracy, within a culture of high expectations; enabling them to connect, apply and transfer deep understandings across key learning areas and achieve academic excellence.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Rigour in Teaching and Learning
- Adjustable Instruction

Resources allocated to this strategic direction

QTSS release: \$104,742.02

Literacy and numeracy: \$37,199.28

Professional learning: \$35,696.15

6300 School Community Funding: \$64,230.00

: \$7,830.00

English language proficiency: \$63,731.11

Summary of progress

What progress have we made in reading and maths, and what impact have we seen as a result of our initiatives?

WHAT WE DID

* Data Analysis - teachers analysed a combination of internal and external data including NAPLAN, benchmarks, PAT and students' work samples to identify areas of strength and need.

* Collection of additional data such as Instructional Rounds, deeper analysis of EaLD students' reading strategies via use of film and questioning, and student voice surveys to unpack level of rigour / challenge.

* High Quality Professional Learning - examined how students were being assessed, explored explicit strategies, unpacked the literacy progressions, collaboratively planned trajectories and worthwhile lessons exploring the concepts, trialled and evaluated strategies within the classroom, presented components of DoE vocabulary course as well as literacy and numeracy hub and lesson study.

* Home learning plans were analysed for incorporation of these target strategies.

* Allocation of support roles - to meet student need in reading (decoding and comprehension) and mathematics (research based Quicksmart).

EVIDENCE OF IMPACT

PAT data has shown that all students have improved in both literacy and numeracy, with the majority of students improving above the national norm reference. Across all year groups both PAT & check in data showed students had made solid improvements in the areas of inferential comprehension and vocabulary. Additionally, students check in scaled scores showed significant improvement in comparison to similar school groups. The vocabulary components of check in showed the most significant growth, which, as an area of focus for the school, is pleasing.

Year 5 have shown strong growth in a range of assessments; excelling in NAPLAN growth; demonstrating an 8-point increase in PAT scale scores for reading and 5.1 increase in mathematics between 2020 to 2021. However, results for this cohort have been significantly lower than previous year groups, highlighted by being lower than similar school groups in both NAPLAN reading and numeracy. This was further highlighted by Year 5 check in reading results being 5% lower than similar school groups. However, it is worth noting, that in Year 5 check in results students for mathematics, their results were equal to similar school groups.

Year 4 have also shown strong growth. In reading, check-in results from 2020 to 2021 show an increase in scale score from 469.3 to 515.3 and being below similar school groups by 3.3% to now being above similar school groups by 2.6%.

In numeracy, scale scores showed an increase from 483.6 to 530.6, and we were below to similar school group by 0.06% to now being above 4.2%..

Year 3 have demonstrated the strongest achievement in Numeracy & Reading NAPLAN assessments in many years.

IMPLICATIONS FOR THE NEXT PHASE

A focus on the use of think alouds in reading to model the explicit teaching of higher order inferential comprehension.

Continue our focus on:

- rigour / challenge
- introducing and using the data wall for teachers and executive to identify and track students across bands
- coaching and TPL to explore explicit strategies to ensure rigour and to further facilitate student growth for students in the middle and top bands
- extending the use of instructional coaching, lesson study and deeper analysis of student work samples in reading and maths.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 67.30%.	66.63% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the target..
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 70.17%.	The percentage of students achieving expected growth in NAPLAN reading was above the system negotiated target baseline. The percentage of Year 5 students achieving expected growth in reading increased to 71.43% indicating progress toward the target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 66.54%.	The percentage of Year 5 students achieving expected growth in numeracy decreased to 65.48% indicating progress yet to be achieved toward the target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 68.44%.	The percentage of Year 5 students achieving expected growth in reading increased to 71.43% indicating progress toward the target.
All staff are aware of and begin to use the Understanding Text (UnT) sub-element of the Literacy Learning progressions in planning, monitoring, extending and reporting to parents.	Team leaders have embedded the use of the Understanding Text sub-element in planning and monitoring student progress, when working with teams.
85% students achieve above the baseline reading benchmarks set by JPPS, by the end of Year 2.	The percentage of students reaching target benchmarks has been achieved.
All staff are aware of and begin to use the Quantifying Numbers (QuN) sub-element of the Literacy Learning progressions in planning, monitoring, extending and reporting to parents.	Team leaders have begun to embed the use of the Quantifying Numbers sub-element in planning..

Strategic Direction 2: Student Agency

Purpose

To empower agency, efficacy and a love of learning; whereby all students develop the capacity and propensity to co-regulate their own learning, so that our learners develop and use the skills, capabilities and dispositions to thrive in an ever-changing, increasingly complex world.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Self Regulation
- Learner Efficacy

Resources allocated to this strategic direction

QTSS release: \$6,000.00

Professional learning: \$2,000.00

Literacy and numeracy: \$2,000.00

6300 School Community Funding: \$7,500.00

Summary of progress

STRATEGIC DIRECTION TWO - WHAT PROGRESS HAVE WE MADE TOWARDS STUDENT AGENCY WHERE ALL STUDENTS FEEL CHALLENGED, HAVE STRONG SELF-EFFICACY AND CAN REGULATE THEIR OWN LEARNING?

WHAT WE DID

Teachers engaged in further professional learning about worthwhile lessons, inferential reading, questioning and vocabulary development.

Professional learning in student goal-setting and using the Literacy and Numeracy progressions. Students formulated individual learning goals in reading and maths and these goals were reported to parents in Education Week (remotely during the home learning period).

Executive members began to explore practices in other schools in terms of introducing learner qualities across the school.

Cultures of thinking (making thinking visible) continued with mentor and facilitator.

EVIDENCE OF IMPACT

Data in this strategic direction was limited due to other foci and external circumstances.

• **Student Interviews:** 75 students, selected by stratified random sampling, were interviewed by classroom teachers, Assistant Principals and the Principal in regards to their learning in reading, writing and mathematics. Most students were able to show work samples and indicated that learning was pitched at their appropriate level. They were able to articulate how their learning had improved.

• **Instructional Rounds Data:** In Term 1 descriptive observations were made in 16 classrooms focused on the problem of practice: Are students being supported in developing their inferential comprehension skills within worthwhile lessons? Do students and teachers have shared clarity? Learning intentions and success criteria were evident in classrooms across the school. A celebration wall was created of the many exemplary and innovative practices seen across the school. The Problem of Practice was a demanding one that built on the school's prior initiatives and explored possible future directions. Based on the evidence, the network proposed areas of the focus that the school must celebrate as well as future focuses. Celebrations included: clarity and the use of LISC, lessons were worthwhile, the consistent use of metalanguage, the use of inferencing, teacher questioning to sustain understanding, use of rich texts, teacher modelling and classroom culture. Key areas for focus include: change meta-language from feedback to feed-forward, questioning, instructional coaching, students more actively using the success criteria, lesson study, ensuring vocabulary is planned, deepening teachers' understanding of inferencing by looking at the contribution of background knowledge and vocabulary.

• **Tell Them From Me:** Teacher survey responses indicated:

- 8.8 'I give students written feedback on their work'
- 8.6 'My students are very clear about what they are expected to learn'

- 8.8 'Students receive feedback on their work which brings them closer to achieving their goals'
- 8.7 'In most of my classes I discuss the learning goals'
- **Student Focus Groups:** 25 students from Years 2-6 participated in focus groups with the Deputy Principal. 23 out of 25 students indicated that their teacher shares learning intentions with them. 24 out of 25 students were able to explain why learning intentions are important.
- A review of Learning at School and Learning From Home plans indicate that learning intentions and success criteria were embedded consistently and meaningfully across the school.
- The school was validated by the external validation panel as excelling in Learning: learning culture, wellbeing, curriculum, assessment and reporting; Teaching: effective classroom practice, data skills use, professional standards, learning and development; Leading: educational leadership, school planning, implementation and reporting, school resources, management practices and processes.

IMPLICATIONS FOR THE NEXT PHASE

While learning intentions and success criteria are widely embraced across every classroom in the school and students need to use this knowledge to improve their learning, as per research indicated by Hattie and Wiliam.

Learning trajectories will be collaboratively planned by stage teachers, they are made visible to the students and parents, and students can subsequently use the trajectory to describe how the current learning/lesson fits within the learning trajectory and what the next steps in the learning will be.

Students will be increasingly skilled and motivated to use their own data to identify areas of need. They will see how what they learn in class is directly related to what they need to learn and will therefore be better equipped to self-regulate their progress.

The language of the learner qualities will begin to be developed.

COMMUNICATION:

The focus in 2021 was on developing reading, vocabulary and mathematical skills of staff and students and maintaining and improving student regulation in learning. In 2022 there will be a focus on further developing student agency in their learning.

ANALYSIS:

Students are increasingly self-regulating their learning as demonstrated in student interview results. Students across the school were able to articulate what they were learning, why this was important and how they had improved in the areas of reading, writing and mathematics. Our next steps involve students understanding where the learning fits within an overall learning trajectory and what their next steps will be. We want to strengthen student agency. A next step is for the students not only to understand and articulate what they are learning, but to use the learning intentions and success criteria more deeply, to monitor and build on their progress, i.e. how they are going with the learning. This also involves personalising learning for students, including co-identifying their own learning goals in literacy and numeracy with their teacher, and co-monitoring the achievement of these with teachers and parents.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Learning intentions are expanded to include the why. Teachers make the importance of the learning in reading visible to students through the use of TIB. These are evident in programs. Walkthrough data shows students can consistently articulate what they are learning and why that learning is important.	Instructional rounds data showed that learning intentions are being shared with students in 16/16 classrooms observed and that the importance of the learning was beginning to be shared in some classrooms.
The school community have shared input into the creation of key learner dispositions, which are visible	Team leaders attended a school who had introduced learner qualities to learn about exemplar practice. Due to the impact of COVID and lockdowns, this initiative was then placed on hold.

throughout the school. Student and parent focus groups and teacher surveys are used to ascertain the extent to which learner dispositions are being used to promote agency.	
Tell Them From Me student surveys indicate a 2% increase in the percentage of students who are interested and motivated in their learning.	This increase is yet to be seen.
Student Tell Them From Me data is above the baseline 81% in terms of having a positive sense of belonging.	This increase is yet to be seen.
Progress toward 94% of students attending 90% of the time is made	Annual attendance was 95.4%.

Strategic Direction 3: Impactful practice

Purpose

When students, teachers and leaders collaboratively and astutely collect, analyse and use relevant data, with an evaluative thinking lens, as an embedded daily practice, teaching and learning is responsive to the needs of the students and optimal learning outcomes are fostered. This supports our pursuit of excellence for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Assessment for Teaching
- Data Driven Evaluation for Planning

Resources allocated to this strategic direction

6300 School Community Funding: \$23,960.00

: \$7,104.91

QTSS release: \$9,000.00

Summary of progress

Research Question - What progress have we made in terms of student assessment and program evaluation, and what impact have we seen as a result of our SIP initiatives?

WHAT WE DID

- High impact professional learning in data literacy, data analysis and data use and providing opportunities for teachers and leaders to analyse data.
- CTJ and the use of student work samples to identify student strengths and next steps in planning.
- Aspiring leaders participated in professional learning around leading planning based on student assessment.
- Coaching program was extended amongst teachers who collaborated around practices and content based on student assessments.
- Assessment of student work is increasingly embedded in all program planning and professional learning initiatives such as lesson study and coaching. That is, student work is used as a springboard and a benchmark, pre and post initiatives and programs.
- The *Stage Planning Framework* was consistently used to ensure student assessments drove subsequent planning.
- Monitoring student progress and areas for further development.
- Assessment approaches shared with parents through newsletters and explicit masterclasses about assessment.

EVIDENCE OF PROCESS QUALITY

Involved all staff to show data that is relevant to students and use of meaningful examples e.g. analysis of NAPLAN questions and our students' responses.

Reinforced important data concepts, skills and metalanguage over time.

Used data to show where students are now and where they need to be i.e. to confirm or support assumptions about student learning and to drive next steps.

Positive parental feedback in terms of understanding how students are assessed.

Teacher survey showed stage planning is highly and consistently valued.

EVIDENCE OF IMPACT

Programs across the school, show students' learning needs drive TPL.

Teachers collecting and analysing data from internal and external sources, e.g. NAPLAN, CTJ work samples, check in data - to collaboratively identify next steps and learning trajectories.

Student progress in reading and numeracy is tracked.

IMPLICATIONS FOR THE NEXT PHASE

The school improvement situational analysis and external validation process have assisted the school in reflecting on our evaluation processes. Our next steps were subsequently identified as:

- deepening understandings of and capacity to implement the most effective evaluative practices through professional learning and a genuine inquiry process to uncover what is happening for our learners, how we are contributing to progress using comparisons with baseline data so that all staff are committed to and proficient in knowing and responding to our individual and collective impact.
- using visual tracking systems such as data walls, to more consistently identify and monitor student growth, including using and extending the use of protocols currently in place, to support students not showing desired improvement.
- adopting a more discerning and disciplined approach to recording evidence on SPARO.
- strengthening voices of all stakeholder groups, through the return to the use of face to face platforms such as focus groups.
- ensuring resource evaluation is systematically considered as an inherent part of the evaluation process so that defensible economic decisions are consistently made.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Comparative student work samples in reading and HSIE are collected and analysed prior to and post learning sequences, and demonstrate expected improvement based on the learning intentions and success criteria (eg. exemplars), as outlined in teacher programs.	This is a work in progress, due to the impact of COVID and the lockdowns.
The school's evaluation of <i>Data Skills and Use</i> will be assessed as Sustaining and Growing.	The school achieved beyond this target, with the external validation panel evaluating this element as excelling.
Instructional Rounds findings demonstrate effective use of minute by minute for more than 70% of classrooms.	During the learning from home period, training was provided to explore manageable ways of providing timely and effective feed forward, and opportunities to act on the feedback.
Value added data in Scout for K - 3 is assessed as excelling.	This target has been achieved, with K - 3 progress being assessed as excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$54,511.00</p>	<p>Integration funding support (IFS) allocations support eligible students at John Purchase Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs and initiatives to support identified students with additional needs • engage with external providers to support student engagement and retention • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: Students demonstrated growth in the target skills of decoding, vocabulary knowledge and use, and inferential reading. There was a reduction in the number and severity of playground incidences for target students, as recorded on STARS. There was a reduction in the number of incidences of identified student moving to out-of-bounds areas, as per teacher observation records and entries on STARS. Student transitions to new school environments, classrooms and teachers were successful.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further developing quick recall of number facts to free up cognitive load in mathematics, continue to extend vocabulary skills and inferential comprehension capacity. Further develop students' ability to self-regulate and build on their resilience skills.</p>
<p>Socio-economic background</p> <p>\$6,651.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at John Purchase Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teaching resources and subscriptions were purchased to support students in the classroom and during the working from home period. • Stationery was supplied by the school to ensure equitable access to resources for all students. <p>The allocation of this funding has resulted in: 100% of students having access to the resources needed to support their learning, both at home and school. Two surveys during the learning from home period indicated that the majority of parents/carers were happy and agreed that the support provided by the School ensured continuity of learning for their child.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide the necessary resources needed to support our students to achieve targeted learning.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$220,696.31</p>	<p>all four phases of English language learning at John Purchase Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Adjustable Instruction • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: John Purchase Public School's EALD programs, both on site and online, during 2021 allowed EALD teachers to assist with classroom programs through collaborative planning and teaching, run small withdrawal learning groups, coach teachers via an EALD Distributed Leadership Coaching Model and teach New Arrival Programs to provide intensive English lessons for our growing number of New Arrival and International Students. As a result, many students progressed their skills and knowledge in English as shown by assessments using the EALD Phases. In Term 4, one student was in the Beginning Phase compared to 12 in Term 1, 19 students were in the Emerging Phases compared to 68 in Term 1 and 77 students were in the Developing Phase compared to 97 in Term 1. 87 students across the school were in the Consolidating Phase by the end of the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on EaL/D teacher expertise, by continuing to provide intensive withdrawal support for students in the beginning and emerging phases of the Progressions. Further professional development will continue to be provided to teachers, especially beginning teachers, through the form of mentoring, instructional coaching, and co-planning to ensure that the needs of EaL/D students are met, through differentiated programs that identify and cater for the cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$94,830.83</p>	<p>Low level adjustment for disability equity loading provides support for students at John Purchase Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Literacy Support with a trained teacher 4 days per week - 16 students in Stage 1 and 10 students in Stage 2 • Multilit - 13 students from Year 2, Year 3 and Year 4 were identified through benchmarking and the Check In Assessment, as requiring additional support in reading. The target students participated in a daily Multilit session with a trained SLSO. • Quicksmart Maths - Two SLSOs and three teachers were trained and delivered the Quicksmart program to twelve students in Years 4 to 6. <p>The allocation of this funding has resulted in: Literacy support: In Year 2 - Twelve students achieved growth of eight reading levels or more.</p>

<p>Low level adjustment for disability</p> <p>\$94,830.83</p>	<p>One student gained growth of five reading levels. One student progressed by fourteen reading levels. Eleven students exceeded the benchmark for Year 2.</p> <p>In Year 3: Two students had sufficiently progressed to leave the group at the end of Term 2. Four students made gains of five or more reading levels.</p> <p>In Year 4: Two students completed the year gaining four or more reading levels.</p> <p>Multilit:</p> <p>Six students have improved to complete the program. The remaining students will continue on the program in 2022.</p> <p>Quicksmart Maths:</p> <p>All students increased speed and accuracy with the recall of basic addition, subtraction and/or multiplication facts. This research based program is designed to free up cognitive load so that the students are better able to meet the increasingly challenging demands of the syllabus as they reach Years 4 to 6.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Comprehension remains the main area that requires support and will continue to be a focus in 2022.</p> <p>All three support programs will continue in 2022 to support the identified needs of students.</p>
<p>Literacy and numeracy</p> <p>\$39,199.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at John Purchase Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Rigour in Teaching and Learning • Self Regulation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Intensive instruction is provided to students who have been assessed and identified as requiring extra support in reading. The students attend the withdrawal program individually 3 days a week for 30 minute sessions. The students work on a modified program tailored to the student's individual needs. • The literacy support teacher withdraws students who have been assessed to have a specific need in small groups twice a week. These students will be working at their individual reading levels. • The literacy support teacher shares strategies and resources with the classroom teachers. They will also make recommendations to the classroom teachers for individual students. They will update the teachers with students' progress and provide support to promote students learning in the classroom. • The literacy support teacher liaises with the parents and shares resources, books and ideas to enhance the school program. <p>The allocation of this funding has resulted in:</p> <p>Seven students from Year 1 were identified as requiring intensive instruction in reading. Participating students showed growth of between 11 and 18 reading levels.</p> <p>Ten students from Year 1 were identified as requiring small group instruction in reading. Participating students showed growth on average of 14 reading levels.</p> <p>All students identified and worked towards personal learning goals including included reading comprehension, vocabulary, self- correcting/decoding, reading fluency and expression, literal/inferential comprehension.</p> <p>At the end of 2022 five students had met expected growth, six students had exceeded expected growth and five students showed some growth.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$39,199.28</p>	<p>Continue with the employment of the reading support teacher 3 days per week, identifying new students to support for targeted literacy intervention.</p>
<p>QTSS release</p> <p>\$119,742.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at John Purchase Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Rigour in Teaching and Learning • Self Regulation • Data Driven Evaluation for Planning • Adjustable Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional coaching to strengthen quality teaching practices and support early career teachers <p>The allocation of this funding has resulted in:</p> <p>Instructional coaches were employed to support early career teachers in improving teaching and learning outcomes for students. There was a focus on collaboratively identifying areas of need, based on filmed and/or observed lessons, as well as student results and work samples. This ensured the focus areas were based on realities of practice. Teachers worked alongside their instructional coach to select high impact strategies that would best meet the needs of the particular students in the class. Areas chosen by the teachers ranged from providing effective and timely feedback, explicit teaching of spelling and reading, and how to engage students during online learning. Work samples, students' surveys and/or student results demonstrated improvement in student learning when compared with baseline data such as pre-tests and rubrics.</p> <p>Instructional coaches worked with members of the teaching staff. This involved setting and achieving goals by completing impact cycles. These goals were varied and included: improving students ability to decode unknown vocabulary, increasing the range of spelling strategies, working towards effectively differentiating in mathematics and keeping students engaged during online learning. Results in standardised tests, such as NAPLAN and the Check-in assessment saw excellent growth in these areas. Observations showed students demonstrating a range of skills to make meaning from texts and when spelling. High-impact strategies modelled and observed by classroom teachers included: embedding formative assessment within lessons, explicit teaching, designing worthwhile lessons, designing quality assessments, planning and sharing learning intentions and success criteria, using exemplars, providing formative feedback, effective questioning, embedding metacognitive strategies such as think-alouds and using differentiated teaching strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Building instructional coaching practices with the executive team, facilitating sustainability.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at John Purchase Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention in reading to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The seven Year 1 students receiving individualised targeted reading support achieved growth of 8 reading levels or more. All students increased their vocabulary bank and further developed their inferential comprehension skills. Ten students received small group reading support. Nine students achieved growth of 12 or more reading levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students assessed to identify those not achieving stage expectations, to continue this intervention program in 2022.</p>
<p>COVID ILSP</p> <p>\$25,074.95</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • leading/providing professional learning for COVID educators. • employing/releasing staff to coordinate the program. • employing/releasing teaching staff to support the administration of the program. • releasing staff to participate in professional learning. • providing intensive small group tuition for identified students who were needing additional support in literacy or numeracy. • employing staff to supervise and monitor progress of student groups engaging in online tuition in literacy. <p>The allocation of this funding has resulted in: Sixteen Year 2 students received targeted reading support 4 days per week. Thirteen students progressed 8 reading levels or more, one student gained growth of 5 reading levels and two students left JPPS. Eleven of the students exceeded the benchmark for Year 2. Six year 3 students began the year with reading support. Two students had sufficiently progressed to leave the group at the end of Term 2. Four students made gains of 5 or more reading levels. Four year 4 students began the year with reading support. Two students completed the year gaining 4 or more reading levels. One student left JPPS and one student was withdrawn from the program at the end of term 2 having made sufficient progress. One student began the program during Term 3 lockdown and has progressed 2 reading levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: The reading program will continue in 2022 with students identified through assessments. Comprehension remains the main area that requires support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	345	341	343	332
Girls	310	303	309	309

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	95.9	95.4	96.5
1	95.4	94.7	94.8	96.8
2	95.8	94.5	95.7	95.4
3	96.3	95	94.9	96.4
4	95.6	94.7	95.8	94.7
5	95.5	94.7	95.6	94.4
6	95.2	94.4	94.9	94.8
All Years	95.5	94.8	95.3	95.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	23.16
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	757,199
Revenue	5,694,881
Appropriation	5,313,096
Sale of Goods and Services	6,814
Grants and contributions	364,618
Investment income	1,060
Other revenue	9,292
Expenses	-6,000,668
Employee related	-5,387,286
Operating expenses	-613,381
Surplus / deficit for the year	-305,787
Closing Balance	451,412

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.

	2021 SBAR Adjustments (\$)
Targeted Total	54,511
Equity Total	322,179
Equity - Aboriginal	0
Equity - Socio-economic	6,652
Equity - Language	220,696
Equity - Disability	94,831
Base Total	4,329,556
Base - Per Capita	160,729
Base - Location	0
Base - Other	4,168,827
Other Total	426,050
Grand Total	5,132,296

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.

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.

Parent/caregiver, student, teacher satisfaction

Parent Satisfaction

Parents were asked to complete a number of surveys throughout the year. Survey feedback demonstrated responses to the statements as follows:

- 90% agreed or strongly agreed with the statement *I was well informed of procedures and expectations as they occurred during the Covid 19 Learning From Home period*. 9% of respondents were unsure and 1% disagreed.
- 80% agreed or strongly agreed with the statement, *Standards of achievement are high at John Purchase Public School*. 16% of respondents were unsure and 4% disagreed or strongly disagreed.
- 99% of respondents agreed or strongly agreed with the statement, *I support the school's 3 expectations: respect, responsibility and aspire*. 1 % strongly disagreed.
- 90% agreed or strongly agreed with the statement, *I was satisfied with the school's enrolment and transition process*. 9% were unsure and 1% disagreed or strongly disagreed.
- 84% agreed or strongly agreed with the statement, *I support the school's strategic direction around improving student attainment and academic growth in reading and numeracy*. 11% were unsure and 4% respondent disagreed.
- 90% agreed or strongly agreed with the statement, *I support the school's strategic direction around I support the school's strategic direction around student agency, focusing on developing life long, self-regulated learners*. 6% were unsure and 4% respondent disagreed.
- 91% agreed or strongly agreed with the statement, *I support the school's strategic direction around ensuring teaching is purposeful and impactful*. 9% were unsure and no respondent disagreed.

Parent feedback responses related to masterclasses and presentations showed that:

How useful did you find today's session?

- 74% attendees found the session extremely useful, providing a rating of 5 out of 5 and 26% attendees found the session highly useful, providing a rating of 4 out of 5. When asked what was most useful, responses included: meeting staff, information about school, approach to learning and very informative presentations, the school's expectations, an introduction to the cultures and the values the school has, a very good ice breaking for the child, practical information such as downloading the Seesaw app to see notices, different programs and the weekly newsletter.
- 87% of respondents indicated that the masterclass, Assessment Explained, was highly or extremely useful and 12% indicated it was useful. When asked what was most useful, responses included: the role play showing how reading benchmarks are assessed, seeing how students are assessed with examples of test questions and work samples, explanations around how assessment is conducted with examples, I feel I can better guide my child at home and I better understand that the assessment methods help my child for continual improvement.

Student Satisfaction

Student survey results showed:

- 81% of respondents reported being interested and motivated at school, compared to the NSW Government norm of 78%.
- 93% of respondents reported having positive behaviour at school,
- 82% of respondents reported having friends at school they can trust and who encourage them to make positive choices
- 90% of respondents believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 84% of respondents try hard to succeed in their schooling

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

- Students gave an overall rating of 8.1 indicating agreement with the statement, that students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- Students gave an overall rating of 8.4 indicating agreement with the statement, that school staff emphasise academic skills and hold high expectations for all students to succeed.

Teacher Satisfaction

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

- The statement, *School leaders have helped me create new learning opportunities for students*, received an overall rating of 8.1
- The statement, *I work with school leaders to create a safe and school environment*, received an overall rating of 8.4
- The statement, *I talk with other teachers about strategies that increase student engagement*, received an overall

rating of 8.5

- The statement, *Students become fully engaged in class activities*, received an overall rating of 8.4

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.