

2022 Annual Report

John Purchase Public School



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Introduction

The Annual Report for 2022 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
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

Strategic Direction 1: Student growth and attainment

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: \$50,000.00

Professional learning: \$18,567.00

Integration funding support: \$81,899.00

Socio-economic background: \$7,620.00

Aboriginal background: \$1,434.00

Low level adjustment for disability: \$144,269.00

Literacy and numeracy intervention: \$48,267.00

Literacy and numeracy: \$39,199.00

English language proficiency: \$163,825.00

Summary of progress

Rigour in Teaching and Learning

To improve growth and attainment in reading and mathematics, our focus was on supporting and challenging all students across the learning spectrum. Analysis of a range of qualitative and quantitative assessment data was embedded into routine practice, so that next steps commensurate with student need could be identified. Leader and teacher capacity was further strengthened through high impact professional learning, which explored explicit, evidence based teaching strategies, including the use of think alouds and number talks. Teaching teams collaboratively planned learning sequences which harnessed the use of the focus strategies.

Across all year groups sitting the Check In assessments (Years 3 to 6), 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. Year 3, Year 4 and Year 5 cohorts achieved results above similar schools in both reading and numeracy. Year 6 cohorts improved performance and scored slightly below similar schools.

The highest percentage of students, for as far back as the school records go, since 2010, scored in the top two bands in Year 3 literacy and numeracy.

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

Adjustable Instruction

Stage teams collaboratively developed programs honouring and challenging all learners, using a range of strategies explored during professional learning, including low floor high ceiling tasks and use of open ended tasks as presented on the Universal Resource Hub.

In Term 4, 2022, four students from each class were selected to be interviewed, using stratified random sampling about the level of challenge. Two students from each class were asked about reading and two from each class were asked about mathematics

79/98 students reported the learning was just right

15/98 students reported the learning was too easy

4/98 students reported the learning was too hard

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
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated lower bound target for 2023 of 74.20%.</p>	<p>Achieved in 2022 - the percentage of students achieving in the top 2 bands of NAPLAN reading was above the system negotiated lower bound target for 2023 of 74.20%.</p> <p>Year 3 students achieved:</p> <ul style="list-style-type: none"> the highest percentage of students in the top 2 bands in reading since before 2010 (as far back as our records go) <p>Year 5 students achieved:</p> <ul style="list-style-type: none"> the highest percentage of students achieving the top two bands in reading since 2015 and the second highest number of students in the top two bands since before 2010 (as far back as our electronic records go)
<p>Achieve an uplift in reading of between 6.9% and 11.9% from the baseline, in the top 2 bands.</p> <p>The school is assessed at excelling in the SEF Differentiation and Student Growth domains.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p> <p>Differentiation was assessed as sustaining and growing, given a focus on implementation of the new curriculums and our need to ensure increased rigour for students at John Purchase Public School.</p>
<p>Achieve an uplift in the top 2 bands of NAPLAN numeracy of 5% from the baseline.</p>	<p>There has been a 5% uplift in the percentage of students achieving in the top two bands in NAPLAN mathematics.. This progress measure has been achieved.</p>
<p>Achieve an uplift in expected growth in NAPLAN numeracy of 1% from the baseline.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>

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

Professional learning: \$18,000.00

QTSS release: \$60,828.00

Summary of progress

STUDENT INTERVIEW DATA

Students from each class from Kindergarten to Year 6, were selected using random sampling, to be interviewed about their learning. The results showed::

- 80 out of 84 students were able to articulate what they were learning
- 75 out of 84 students could talk about why the learning was important
- 65 out of 84 students could describe how they were going in their learning
- 55 out of 84 students could describe where the learning fitted within the learning trajectory or how the learning built on previous learning.

INSTRUCTIONAL ROUNDS

A Celebration Wall was compiled by the instructional rounds team, of the many commendable practices observed. In particular, the rounds team particularly noted:

- The "open to learning" mindset that is part of the school culture.
- The strong commitment to the school's vision - *Empowering learners today for tomorrow.*
- The positive and respectful interactions between students and between students and teachers that set the scene for learning.
- There were many examples of the learning being differentiated.
- Classrooms were vibrant, highlighting positive messages about learning
- Classes had Learning Intentions & Success Criteria that were visible to students throughout the lesson.

TELL THEM FROM ME SURVEY DATA

Teacher results showed an average grading out of 10, for these items related to fostering student agency:

- 9.4 -In most of my classes I discuss the learning goals for the lesson
- 9.3 - My students are very clear about what they are expected to learn
- 9.3 -Students receive feedback on their work that brings them closer to their learning goal
- 9.3 - I discuss with students ways of seeking help that will increase learning

PROGRAM REVIEW

A review of collaboratively planned stage teaching and learning programs show that learning intentions and success criteria are routinely planned and embedded. These are shared with parents through learning trajectories each term. Explanations regarding why the learning is important (TIBs) are evident in some programs.

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
Teachers collaboratively plan learning trajectories in reading and make these visible to parents and teachers.	Learning trajectories are developed by stages and are sent home to parents each term.
94% of students attending greater than 90% of the time	The number of students attending greater than 90% of the time or more has decreased by 31%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.

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

QTSS release: \$8,000.00

Summary of progress

Data Driven Assessment for Teaching

Student work samples are routinely analysed in CTJ sessions to unpack student thinking related to syllabus outcomes and aligned learning intentions.

Data Driven Evaluation for Planning

School leadership and teaching teams worked collaboratively to analyse a range of student assessment data, to unpack what was happening for students in reading, writing and mathematics. The data was triangulated to identify student need and to plan subsequent professional learning. Learning intentions were aligned to the analysis of data and learning sequences subsequently planned, that extended student thinking and understanding.

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 are collected and analysed prior to and post learning sequences, and demonstrate expected improvement based on the learning intentions and success criteria, as outlined in teacher programs.	Eighty five pre and post work samples were collected across the school in reading and mathematics, representing students from each class. This progress measure was achieved.
The school's evaluation of <i>Data Skills and Use</i> will move from <i>Sustaining and Growing</i> to <i>Excelling</i> .	This was achieved.
Value added data in Scout for K - 3 and 3 - 5 is assessed as excelling.	This measure is not available for 2022, as NAPLAN was not administered in 2020.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$81,899.00</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"> • Rigour in Teaching and Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students 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>\$7,620.00</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"> • Rigour in Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support reading program implementation. <p>The allocation of this funding has resulted in the following impact: Student improvement evidenced by Year 3 and Year 5 NAPLAN Reading results above both state and statistically similar schools.</p> <p>After evaluation, the next steps to support our students will be: to continue to purchase resources to support our trajectory towards excellence in reading and numeracy for all students and to continue to provide additional reading support.</p>
<p>Aboriginal background</p> <p>\$1,434.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at John Purchase Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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 <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$1,434.00</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Aboriginal families engaging in the PLP process. • Above average growth attained, as evidenced by reading assessments <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • further professional learning for teachers and leaders
<p>English language proficiency</p> <p>\$163,825.00</p>	<p>English language proficiency equity loading provides support for students at 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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>As a result, many students progressed their skills and knowledge in English which is evident when analysing assessments using the EAL/D Phases. In Term 4, 2 students were in the Beginning Phase compared to 5 in Term 1, 21 students were in the Emerging Phases compared to 37 in Term 1 and 88 students were in the Developing Phase compared to 112 in Term 1. 368 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 will be:</p> <p>For EAL/D teachers to continue to provide intensive withdrawal support focusing on explicit instruction, for students in the beginning and emerging phases of the progressions. Classroom teachers will continue to be supported through professional development in the form of mentoring and co-planning to ensure the specific needs of EAL/D learners are met. This will be achieved through differentiated programs that recognise and accommodate for the cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$144,269.00</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"> • Rigour in Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • 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>Low level adjustment for disability</p> <p>\$144,269.00</p>	<p>The allocation of this funding has resulted in the following impact: building the capacity of leaders, teachers and SLSOs to maximise impact for students requiring adjustments in English, Mathematics and/or behaviour. This has led to a consistent approach to learning support and intervention and improved performance in both Check-In and NAPLAN results in Reading and Mathematics. Identified students were well supported in the playground, fostering wellbeing and social success.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support initiatives, the school will provide additional support for identified students through continuing to build the capacity of SLSOs, leaders and teachers, and through continued support of parents/carers.</p>
<p>Professional learning</p> <p>\$36,567.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release for school leaders to explore and plan professional learning • Funding external expertise to provide professional learning for teachers. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching in reading (think alouds) and mathematics (number talks), resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: Embedding the strategies within collaborative programs and using these strategies as a basis for teacher feedback.</p>
<p>Literacy and numeracy</p> <p>\$39,199.00</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 • Adjustable Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Increase in literacy and numeracy NAPLAN results with average scores in: * Year 5 numeracy improving from 541.1 in 2021 to 563 in 2022. * Year 3 numeracy improving from 543.3 in 2021 to 553.7 in 2022. * Year 5 reading improving from 476.7 in 2021 to 479.3 in 2022. Improved results in Check In assessments in reading and numeracy as follows: * Year 3 - scored above similar schools in both reading and numeracy. * Year 4 - went from scoring slightly below similar schools in Term 1 to slightly above similar schools in Term 4 in reading. * Year 4 - went from scoring 4 points above similar schools in Term 1 to scoring 7 points above similar schools in mathematics.</p>

<p>Literacy and numeracy</p> <p>\$39,199.00</p>	<p>* Year 5 - went from scoring slightly below similar schools when they last sat the Check in assessment in numeracy in Term 4, 2021 to scoring 4 points above similar schools in Term 4 2022.</p> <p>* Year 5 - went from scoring 1 point above similar schools when they last sat the Check-in assessment in reading in Term 4 2021 to scoring 4 points above similar schools in Term 4 2022</p> <p>After evaluation, the next steps to support our students will be: There will be a continued focus on continuing to build leader and teacher capacity in explicitly teaching the reading and mathematics skills identified as next steps in the data (i.e inferential reading of more complex text and multi step problem solving)</p>
<p>QTSS release</p> <p>\$118,828.00</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 Assessment for Teaching • Adjustable Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Five substantive leaders and three aspiring leaders participated in the instructional coaching program as a means to sustain this initiative. The aspiring leaders received personalised feedback on their own coaching skills as they supported classroom teachers with a specific needs based teaching and learning goal. This included planning goal setting conversations and data conversations. Data was collected from leaders throughout process to facilitate the sustainability of instructional coaching. This included the impact cycle process.</p> <ul style="list-style-type: none"> • Instructional coaching work plans show 3 out of 3 school leaders, who were new to the process, demonstrated achievement of student focused goals through data collection, such as improvement in work samples from the baseline. • Instructional coaching work plans show 3 out of 3 school leaders, who were new to the process, reported teaching practice had changed and there was positive impact of this on the achievement of literacy or numeracy goals. <p>After evaluation, the next steps to support our students will be: School leaders apply instructional coaching skills to build teacher capacity across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</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"> • Rigour in Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: 12 students from Years 2,3 and 5 participated in a MULTILIT- session with a trained SLSO. Five students completed the program in 2022. Seven students have improved by at least four MULTILIT- levels and will continue on the program in 2023. Two trained SLSOs and four Quick Smart Numeracy teachers delivered the 30 week Quick Smart Numeracy program to ten students. All students increased speed and accuracy with the recall of basic addition, subtraction and multiplication facts.</p> <p>After evaluation, the next steps to support our students will be: The programs will continue to support students to develop decoding, comprehension and basic numeracy skills in 2023, for identified students.</p>
<p>COVID ILSP</p> <p>\$17,823.00</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 2022.</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups • providing targeted, explicit instruction for student groups in literacy/numeracy in comprehension • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Thirteen Year 1 students received 40 minutes of targeted reading support 3-4 days per week. Twelve students progressed seven reading levels or more, one student gained growth of five reading levels. Two students achieved the benchmark for Year 1. Two students had sufficiently progressed to leave the group at the end of Term 2. Two Year 3 students received 20 minutes of reading support 3 days per week. Student One made gains of seven levels, while Student Two made gains of 4 levels. These students have continued their reading support from last year and have improved 16 levels and 18 levels over the two year period.</p> <p>After evaluation, the next steps to support our students will be: identified through 2022 data, to receive additional support in small groups in further developing decoding and comprehension skills.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	341	343	332	334
Girls	303	309	309	299

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	95.4	96.5	90.1
1	94.7	94.8	96.8	88.1
2	94.5	95.7	95.4	90.5
3	95.0	94.9	96.4	89.1
4	94.7	95.8	94.7	88.6
5	94.7	95.6	94.4	87.3
6	94.4	94.9	94.8	86.0
All Years	94.8	95.3	95.4	88.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	23.13
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	451,412
Revenue	5,957,403
Appropriation	5,377,089
Sale of Goods and Services	5,095
Grants and contributions	553,413
Investment income	5,976
Other revenue	15,829
Expenses	-5,921,508
Employee related	-5,207,510
Operating expenses	-713,999
Surplus / deficit for the year	35,894
Closing Balance	487,306

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.

	2022 SBAR Adjustments (\$)
Targeted Total	81,898
Equity Total	268,244
Equity - Aboriginal	1,434
Equity - Socio-economic	7,620
Equity - Language	163,825
Equity - Disability	95,365
Base Total	4,432,829
Base - Per Capita	161,968
Base - Location	0
Base - Other	4,270,861
Other Total	444,135
Grand Total	5,227,106

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 / CAREGIVER SATISFACTION

2022 survey results showed:

- 95.4% supported the school's three expectations: respect, responsibility and aspire
- 85.7% were satisfied with how the school has addressed wellbeing issues
- 83.1% were satisfied with the school's enrolment and transition processes
- 72.3% supported the school's direction around Growth and Attainment
- 83.1% supported the school direction around developing Student Agency
- 75.4% supported the school direction around Impactful Practice

STUDENT SATISFACTION

Student survey results showed:

- 90% of respondents reported having positive behaviour at school, compared to the NSW Government norm of 83%
- a scaled score of 7.6 by respondents reporting strong advocacy at school, compared to the NSW Government norm of 7.7
- a scaled score of 7.9 by respondents reporting explicit teaching and feedback, compared to the NSW Government norm of 7.5.

TEACHER SATISFACTION

- The statement, *School leaders have helped me create new learning opportunities for students*, received an overall rating of 8.1 in 2021 and this increased to 8.9 in 2022.
- The statement, *I work with school leaders to create a safe and school environment*, received an overall rating of 8.4 in 2021 and this increased to 9.0 in 2022.
- The statement, *I talk with other teachers about strategies that increase student engagement*, received an overall rating of 8.5 in 2021 and this increased to 8.9 in 2022.
- The statement, *Students become fully engaged in class activities*, received an overall rating of 8.4 in 2021 and this increased to 8.8 in 2022.

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.