

2023 Annual Report

John Purchase Public School



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Introduction

The Annual Report for 2023 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 adaptable, lifelong learners with the skills and dispositions to connect, succeed and thrive, and to contribute productively within our complex and dynamic society.

Our school community is committed to facilitating equity and 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 school's programs; working in partnership with the staff.

The school has a diverse population of approximately 600 students, with 78% of families from over 30 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 situational analysis demonstrated a need for an increased number of students to be able to develop a deeper understanding of more complex material and tasks. 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.

Underpinning our drive to increase rigour and challenge, is our commitment to maximising student achievement and agency, as well as the need for teachers and leaders to understand the impact of our 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.

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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

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

Socio-economic background

AP Curriculum & Instruction

Per capita

Beginning teacher support

New Arrivals Program

Aboriginal background

Low level adjustment for disability

English language proficiency

Professional learning

Integration funding support

Summary of progress

RIGOUR IN TEACHING AND LEARNING

Leader and teacher capacity was further strengthened through high impact professional learning, which explored explicit, evidence based teaching strategies, including the use of the *Launch, Explore, Summarise* framework to explore more complex non-routine problems. Teaching teams collaboratively planned learning sequences which harnessed the use of the framework, and provided warm and cool feedback to one another to further improve lesson planning. Lesson demonstrations and instructional coaching practices were used to provide feedback on implementation, and analysis of student work and *Consistency of Teacher Judgement* sessions provided feedback on impact.

Eighteen members, representing four schools from the *Connect, Collaborate and Grow Rounds Network*, visited John Purchase Public School (JPPS). Descriptive observations were made across 16 classes covering Kindergarten to Year 6. Observations focused on the Problem of Practice:

- Are our students engaged in complex problem-solving tasks?
- Is the learning accessible and challenging for all students?
- How are students communicating their mathematical understandings?

Network members commended the:

- high level of student engagement, purposeful talk and co-operation when completing tasks. There was an energy and sense of excitement as students collaborated.
- focus on mathematical vocabulary by both teachers and students. Students were heard using the metalanguage of mathematics to communicate their ideas and understanding.
- teachers were questioning to highlight and 'draw out' vocabulary.
- wide range of manipulatives provided for students to construct their own cognitive models of abstract mathematical ideas and processes and provide a way to communicate their understanding to the teacher and peers.
- vast majority of students who were able to clearly articulate what they were learning rather than what were doing.
- considerable impact that your professional learning in maths pedagogy and the new syllabus has already had in classrooms. Significant progress was noted since the 2022 round.
- a range of questions to promote reasoning were being used across the school from Kindergarten to Year 6. In 13 out of 16 lessons, there were examples of knowledge building questions, such as: *Can you add to what XXX said? Is there more than one solution?* in 12 out of 16 lessons there were examples of knowledge proving questions, such as: *Prove it, Can you explain that? How can you check that?* Noticing and wondering questions were also asked, such as: *What else do you notice? How are you going to work out if you have all the options?*

ADJUSTABLE INSTRUCTION

To improve growth and attainment in reading and mathematics, our focus was on supporting and challenging all students across the learning spectrum, with a focus on building on inclusive and manageable strategies such as the use of 'low floor, high ceiling' tasks and introducing the use of enabling and extending prompts to adjust instruction. 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.

Students from Kindergarten to Year 6 were asked this question during a mathematics lesson from an independent observer: *Is this learning just right/ too easy/ too hard?*

27 students said the learning was just right and explained why they thought this. For example:

- *It challenges your brain. (Yr. 2)*
- *It's just right because it includes division as well. (Yr. 2)*
- *It's complex but not that advanced that I can't do it. (Yr. 6)*
- *Some parts require a lot of thinking. (Yr. 6)*
- *Just right, not challenging, not easy either - it takes time to think (Stage 2)*
- *At first it was hard, but then it got easier. It's not too hard,. If it was too hard you wouldn't want to do it and if it was too easy, you would do it too quickly.*
- *Because you can't solve it straight away.*

Six students said the learning was too hard and explained why they thought this. For example, *They are such big numbers.*

ENABLING PROMPTS

In 13 out of 16 lessons, enabling prompts were observed. This included:

- questioning. For example, *Let's look at that question again. Read the question again. What do you notice? What if I hold these two (choc bars) what do you see?*
- use of manipulatives including: graph paper, laptops, paddle pop sticks, counters, cubes, ropes and pegs
- written prompts including: a maths strategies toolbox on the classroom wall
- prompts on the whiteboard so students knew where to start/direct their research
- examples of figures to represent animals
- underlining the important words
- working in pairs

EXTENDING PROMPTS

Extending prompts were also observed in mathematics classrooms. For example:

- In one lesson the challenge was increased by changing the numbers in the word problem.
- A series of extending questions were also used to extend student thinking, such as 'Are there any possibilities that don't work?'

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 in the Check-in Assessment mean scaled score for reading in Years 3 to 6 for 2023 compared with Years 3 to 6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 to 6 achieving growth in reading has increased by 1.1%
An increase in the Check-in Assessment mean scaled score for numeracy in Years 3 to 6 for 2023 compared with Years 3 to 6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 to 6 achieving growth in numeracy has increased by 2.5%

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
- Connect. Succeed & Thrive

Resources allocated to this strategic direction

Professional learning QTSS release

Summary of progress

The leadership team participated in and subsequently delivered professional learning around student agency, focusing on developing teacher and student agency in literacy and numeracy. Based on the 'Student Agency Impact Timeline 2023' data, the actions taken by the Assistant Principals in 2023 have led to improvements in student and teacher agency. The strategies employed have been effective in making learning more student-centred, with a notable impact on students' understanding, engagement, and achievement across reading and mathematics. The use of evidence-based practices and continual professional learning has been instrumental in these achievements. These practices include the co-creation of student-friendly trajectories based on students' needs and potential each term, collaboratively developing learning intentions and success criteria in reading and mathematics, coaching teachers, and modelling exemplar pedagogical practices and enhanced lesson design using the *Launch, Explore, Summarise* model, which has led to improved students' reasoning and understanding. Parents have improved their understanding of their children's learning goals through the school-wide sharing of learning trajectories each term.

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 writing, and make these visible to students, teachers and parents. Students use the learning trajectories to articulate what they are learning, how the learning fits into the learning trajectory and the next steps in their learning. This is measured through an improvement in student interview responses.	Students from 16 classrooms from Kindergarten to Year 6, were selected to be interviewed about their learning, during a mathematics lesson. The 16 <i>observers asked at least one student the questions.</i> * What are you learning? The majority of student responses referred directly to the LISC. E.g., learning to use multiple efficient strategies to solve problems. They spoke of what they were learning to do. This was evident K-6. * <i>Why is this learning important?</i> The vast majority students gave an age-appropriate response that related to applying the skill to a real-world context.
94% of students attending greater than 90% of the time	The school achieved an attendance rate of 94%, with 65.1% of students attending greater than 90% of the time.

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

Professional learning AP Curriculum & Instruction

Summary of progress

DATA DRIVEN ASSESSMENT FOR TEACHING

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

The school leadership team analysed assessment data from a range of internal and external data sources, effectively triangulating results, to create a holistic picture of strengths and areas for development for each stage in English and Mathematics. The stage leaders worked collaboratively with teachers to analyse student assessment data, and to use this as a basis for planning quality, differentiated and targeted lessons that challenged and extended all learners.

DATA DRIVEN EVALUATION FOR PLANNING

The school has made significant strides in implementing the 'Data Driven Evaluation for Planning' approach, employing a cyclical inquiry process. The leadership team effectively utilised a process whereby they scanned the data, identified key foci, developed hunches around what had led to the data results and what professional learning they required to support student improvement, engaged in targeted and intentional professional learning, implemented the new learning with their teams and classes and monitored progress. Through systematic processes such as scanning, making informed hunches, and analysing various data sets, the team gained valuable insights. Action was taken based on these findings, and initiatives were monitored to track their impact. As a next step, stage leaders are now poised to lead the inquiry progress within their teams in 2024, ensuring a collaborative and data-driven approach across the school.

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 writing 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.	This progress measure was achieved, with pre and post work samples collected across the school in reading and mathematics, demonstrating expected improvement in terms of the learning intentions and success criteria.
The school's evaluation of <i>Data Skills and Use</i> will be assessed as <i>Excelling</i> .	Self-assessment against the School Excellence Framework shows the school currently excelling in the element of data skills and use .
Value added data in Scout for K - 3 and 3 - 5 is assessed as excelling.	Value added data was assessed at delivering for Years 3 to 5 and excelling for Year 5 to 7.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$38,279.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - student progression along the EAL/D learning progressions - work samples and observations demonstrate students' increased capacity to speak, read and write in English <p>After evaluation, the next steps to support our students will be: an EAL/D teacher will continue to provide intensive withdrawal support, focusing on explicit instruction.</p>
<p>Integration funding support</p> <p>\$84,281.00</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"> • Adjustable Instruction • 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 assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students made progress against personalised learning goals in English, with the majority of students working at stage outcomes by the end of the year - students demonstrated growth in reading and mathematics results, including: reading benchmarks and Check- In assessments <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to further develop students' ability to self-regulate, to build on their resilience skills, and to support social skills. - classroom teachers and SLSOs will be supported to develop personalised learning plans and will support students in achieving their learning goals in 2024.
<p>Socio-economic background</p> <p>\$8,537.40</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 • Other funded activities

<p>Socio-economic background</p> <p>\$8,537.40</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitable access to resources and services • employment of additional staff to support reading program implementation <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -all students had access to online reading and mathematics programs to support their learning - Year 3 and Year 5 NAPLAN Reading and Numeracy results were above or similar to statistically similar schools <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - promoting the use of available resources, to increase the percentage of students accessing the resources - an assessment program will also be introduced to further support the delivery of teaching and learning commensurate to student need
<p>Aboriginal background</p> <p>\$1,476.86</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"> • 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"> • Teachers participated in professional learning to explore the development of Personalised Learning Plans. • Release to support the 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. - student growth in literacy and numeracy, as evidenced in assessment results, such as benchmarks and NAPLAN. <p>After evaluation, the next steps to support our students will be: further monitoring of student progress using recently introduced assessment tools</p>
<p>English language proficiency</p> <p>\$156,407.84</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provision of professional learning exploring effective strategies for the EaLD learner <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a review of teaching programs indicated teachers were applying effective EaLD strategies, which had been introduced during professional learning initiatives.

<p>English language proficiency</p> <p>\$156,407.84</p>	<ul style="list-style-type: none"> - EALD students were appropriately challenged in reading, through explicit teaching of new vocabulary and reading comprehension strategies. - students had widened their vocabulary and deepened their knowledge and application of reading strategies, and consequently, have made progress through the EALD learning progressions - in Term 4, no students were in the Beginning Phase compared to 4 in Term 1. 32 students were in the Emerging Phase compared to 53 in Term 1 and 109 students were in the Developing Phase compared to 81 in Term 1. 122 students across the school were in the Consolidating Phase by the end of Term 4. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - facilitating a deeper understanding and increased consistency in using the EaLD progressions with personalised and targeted professional discussions between the EaLD teacher and each classroom teacher - in 2024, an EAL/D teacher will continue to provide intensive withdrawal support, focusing on explicit instruction, for students in the beginning and emerging phases of the progressions. - upskilling teachers, through an understanding of the EALD Learning Progressions, enabling them to appropriately support, challenge and accurately report on their EALD students' progress.
<p>Low level adjustment for disability</p> <p>\$102,875.53</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"> • 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"> • 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 teachers in a case management role within the whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - building the capacity of leaders, teachers and SLSOs to maximise impact for students requiring adjustments in English, Mathematics and/or behaviour. - establishing and maintaining partnerships with families, - developing a consistent approach to learning support and intervention, fostering academic and social success, as well as student wellbeing. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - 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>Professional learning</p> <p>\$36,907.15</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"> • Adjustable Instruction

<p>Professional learning</p> <p>\$36,907.15</p>	<ul style="list-style-type: none"> • Self Regulation • Data Driven Assessment for Teaching • Other funded activities <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:</p> <p>- observation data shows Increased capacity of teachers to implement and embed effective practices, with a focus on mathematical problem solving and reasoning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- to revise and review the knowledge, skills and understandings explored in recent years to ensure prior learning is sustained and consistently applied to pedagogical practice, as the current English and Mathematics syllabi are implemented.</p>
<p>Beginning teacher support</p> <p>\$36,415.54</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at John Purchase Public School during their induction period.</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 • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Early career teachers are aligned with an instructional coach. The impact cycle is used to support each early career teaching, with a focus on classroom instruction. • ongoing feedback and support that is embedded in the collaborative practices of the school <p>The allocation of this funding has resulted in the following impact:</p> <p>- pre and post work sample analysis demonstrates student progress in identified focus areas</p> <p>- pre and post lesson observation analysis demonstrates improved impact on student learning</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- providing early career teachers with personalised support in identified areas of need, by a trained instructional coach</p>
<p>QTSS release</p> <p>\$121,919.04</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 • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the middle leadership team participated in intensive workshops around Instructional Coaching. • resources and release time was provided to support their implementation of Instructional Coaching throughout the year <p>The allocation of this funding has resulted in the following impact:</p> <p>The Coaching Impact Survey showed:</p>

<p>QTSS release</p> <p>\$121,919.04</p>	<ul style="list-style-type: none"> - 4 Assistant Principals collectively coached nine different teachers in 2023 and this impacted a total of 160 students. - a total of 13 impact cycles were completed with the teachers. - three out of four Assistant Principals reported a 'medium impact' on teachers' practice, with one indicating a 'very high impact'. - evidence included an analysis of pre, mid and post student work samples, improved quality of lessons, notes taken during coaching conversations, lesson recordings and observational data <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - school leaders apply instructional coaching skills to build teacher capacity across the school, with those holding relieving assistant principal positions also receiving training
<p>COVID ILSP</p> <p>\$11,444.85</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 2023.</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 a teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - thirteen Year 2 students received 40 minutes of targeted reading support 3-4 days per week. - five students progressed 8 reading levels or more - six students gained growth of between 4 to 7 reading levels - four students had sufficiently progressed to leave the group - two Year 2 students continued their reading support from 2022 and have improved 16 levels and 18 levels over the two-year period - one Year 3 student received 40 minutes of targeted reading support 4 days per week. this student improved 11 levels over the year - seven Year 3 students made gains of 1-5 levels. The small increase in levels gained is due to the complexity of the text at the higher levels and the difficulty students faced answering the comprehension questions, inferential questions in particular. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the programs will continue to support identified students to develop decoding, comprehension and basic numeracy skills in 2024
<p>AP Curriculum & Instruction</p> <p>\$155,088.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 • Data Driven Evaluation for Planning • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Supporting the Early Stage One team in implementing the new syllabus in English and mathematics • Working collaboratively with the middle and senior leadership team to plan, deliver and evaluate professional learning which: <ul style="list-style-type: none"> a) is based on student need. b) builds on the learning explored by curriculum experts (e.g. MANSW,

<p>AP Curriculum & Instruction</p> <p>\$155,088.00</p>	<p>PETAA)</p> <ul style="list-style-type: none"> • Supporting teachers in the instructional coaching program with a partnership approach for improving teacher instruction through the impact cycle • Early career teacher workshops • Induction day for new staff members within our school network <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - K - 2 programs in English and mathematics comply with new syllabus expectations - Widespread uptake of pedagogical approaches explored such as use of Number Talks and Launch Explore Summarise <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Supporting evaluative practice by working collaboratively with stage leaders to introduce the use of a formative and summative assessment tool to astutely analyse student learning and growth in literacy and numeracy.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	343	332	334	312
Girls	309	309	299	289

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	96.5	90.1	95.8
1	94.8	96.8	88.1	95.7
2	95.7	95.4	90.5	94.5
3	94.9	96.4	89.1	95.7
4	95.8	94.7	88.6	95.0
5	95.6	94.4	87.3	93.8
6	94.9	94.8	86.0	92.9
All Years	95.3	95.4	88.3	94.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	5
Classroom Teacher(s)	20.94
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher EAL/D	0.8
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	418,574.15
Revenue	5,853,248.55
Appropriation	5,435,360.42
Sale of Goods and Services	3,631.81
Grants and contributions	374,669.83
Investment income	19,321.49
Other revenue	20,265.00
Expenses	-5,616,587.61
Employee related	-4,979,645.74
Operating expenses	-636,941.87
Surplus / deficit for the year	236,660.94
Closing Balance	655,235.09

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.

	2023 SBAR Adjustments (\$)
Targeted Total	77,691
Equity Total	269,298
Equity - Aboriginal	1,477
Equity - Socio-economic	8,537
Equity - Language	156,408
Equity - Disability	102,876
Base Total	4,219,362
Base - Per Capita	164,745
Base - Location	0
Base - Other	4,054,617
Other Total	539,439
Grand Total	5,105,789

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

2023 survey results showed:

- 70.5% agreed with the statement, *Standards of academic achievement are high at John Purchase Public School*
- 71.1% agreed with the statement, *The learning trajectories and overviews sent home at the beginning of each term are helpful and I would like to continue to receive these.*
- 81.9% were satisfied with the school's enrolment and transition processes.
- 93% supported the school's 3 behaviour expectations: respect, responsibility, aspire.
- 77% supported the school's strategic direction around facilitating student improvement and student attainment.
- 80.3% supported the school's strategic direction around developing student agency
- 82% supported the school's strategic direction around assessment and evaluation, to ensure teaching is purposeful and impactful.
- 78.7% were satisfied with how the school has addressed any wellbeing issues related to their child.

Next steps for 2024 include:

- sharing the school's' academic results more widely with the parent community, to facilitate a better understanding of the school's consistent excellent results.
- reviewing wellbeing practices, honouring recently revised Departmental policies and guidelines, and sharing these with the parent community.

STUDENT SATISFACTION

Student survey results showed:

- 83% of respondents agreed with the statement, *I make friends easily at school.*
- 82% of respondents agreed with the statement, *School is a place where I belong.*
- 90% of respondents agreed with the statement, *I feel accepted by other kids my age.*

TEACHER SATISFACTION

Teacher collaboration, teaching strategies and inclusion were relative strengths, as shown in the following survey results:

- The statement, *I talk with other teachers about strategies that increase student engagement*, received an overall rating of 8.4.
- The statement, *Teachers in our school share their lesson plans and other materials with me*, received an overall rating of 8.5.
- The statement, *I discuss my assessment strategies with other teachers*, received an overall rating of 8.4.
- The statement, *I discuss learning problems of particular students with other teachers*, received an overall rating of 8.5.
- The statement, *I discuss my learning goals with other teachers.*, received an overall rating of 8.5.
- The statement, *When I present a new concept I try to link it to previously mastered skills and knowledge*, received an overall rating of 8.9.
- The statement, *I use two or more teaching strategies in most class periods*, received an overall rating of 8.9.

A next step for 2024, which align with strategic directions, is for the leadership team to continue to explore strategies to support teaching teams, to further improve their teaching and to provide guidance in setting clear and challenging learning goals.

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.