School plan 2018-2020

John Purchase Public School 4572

School background 2018–2020

School vision statement

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

School context

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

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

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

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

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

School planning process

With students:

Student Representative Council members from classes (Yrs 2 to 6) discussed our school of the future and participate in a gallery walk focusing on learning at our school. Key findings were shared with classes.

With staff

- individual meetings with the principal with a focus discussion about successes with student and teacher learning

- Survey– *Tell Them From Me*

- Interactive professional learning sessions with leaders and aspiring leaders presenting and leading discussions around current research and implications in areas: cognitive load, cultures of thinking, high impact strategies, literacy, numeracy, curiosity and powerful learning, the role of evidence and data and characteristics of high growth schools.

- Evidence collection and synthesis – NAPLAN, teacher surveys, student achievement data, principal walkthroughs, parent survey and forums,

- harnessing teacher voice through brainstorming and discussion sessions

With community:

- participation in a masterclass

- parent forum

- parent survey

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Deep Learning

STRATEGIC DIRECTION 2
Intentional & Impactful Teaching

STRATEGIC DIRECTION 3
Leadership Excellence

Purpose:

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

Purpose:

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

Purpose:

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

Strategic Direction 1: Deep Learning

Purpose

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

Improvement Measures

By the end of 2020:

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

Teacher programs, including 21st century tasks, instructional rounds data and data collected from the Cultures of Thinking Action Research project reflect students engaging in deep, visible thinking.

Average academic performance in NAPLAN, including growth data, is above similar school groups. Including comparisons for EAL/D students, Aboriginal students and students with disabilities. 85% of students in K–2 meeting minimum benchmarks set by JPPS – level 10 in Kindy, level 20 in year 1, level 27 in year 2.

People

Students

Students engage in learning opportunities that allow for deep thinking, purposeful use of ICT and 21st century fluencies. Students actively seek and apply feedback to move their learning forward.

Staff

Develop teacher capacity, through professional learning initiatives & stage planning to use: formative assessment (feedback focus), visible thinking, 21st century tasks and evidenced based literacy programs. Staff demonstrates aspirational expectations of learning progress and achievement for all students, regardless of current levels of ability.

Leaders

Inspire and lead change processes through professional learning including: shoulder–to–shoulder support, collaborative planning, feedback, informed by contemporary research and pedagogies as well as student and teacher need.

Parents/Carers

Build awareness and understanding among parents/carers of the school focus on how to support student learning at home using: formative assessment (feedback focus), visible thinking and evidenced based literacy programs.

Community Partners

Engage with community of schools to develop and share resources, TPL, and expertise.

Processes

Visible Learning through formative assessment

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

Engage in a culture of thinking

Action research projects where teachers develop a problem of practice. Throughout the project, we explore and apply the research surrounding our problem of practice and present our findings at a celebration day.

Evidence based Literacy and Numeracy practices

Engage staff in TPLs led by experts (both within and outside our school) to develop and enhance teaching and assessing in literacy and numeracy. Students develop a range of strategies to gain deeper understandings from a variety of texts.

Evaluation Plan

Monitor student progress through consistent teacher judgements (CTJs), analysis of NAPLAN and other growth data.

Tell Them From Me Survey results indicating a 10% improvement in overall ratings for feedback, culture and engagement.

Instructional rounds evidence of deep thinking occurring within classrooms.

Practices and Products

Practices

Student work samples and instructional rounds data demonstrate students' ability to reflect and act on feedback to improve their learning. They understand what they are learning and where their learning is going.

The quality and types of learning experiences within programs provide opportunities for students to think deeply and as a result, develop 21st century fluencies.

Teacher programs reflect what has been learnt from professional development sessions.

Products

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

Teacher programs, including 21st century tasks, instructional rounds data and data collected from the Cultures of Thinking Action Research project reflect students engaging in deep, visible thinking.

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Strategic Direction 2: Intentional & Impactful Teaching

Purpose

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

Improvement Measures

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

Teacher responses on the *Tell Them From Me* Survey indicate increased opportunities and engagement with technology and a 10% increase in Data Informs Practice and Teaching Strategies

Coaching data including: surveys, work samples, video footage, and coaching conversations demonstrate the implementation of high yield strategies and lesson design and implementation, commensurate with student need.

People

Students

Students are actively engaged in learning experiences that are differentiated in response to individual needs. These needs are based on data collected through formative assessment practices.

Staff

Staff : further develop their knowledge of syllabus documents allowing for developing learning sequences which focus on the learning rather than the work and which are responsive to the immediate needs of the students. This includes conceptual planning using generative questions which explore the big ideas.

Staff: Teachers become skilled in understanding and implementing the processes of effective feedback that moves learning forward.

Leaders

Leaders: lead highly effective, research based and engaging professional learning opportunities. Including collaborative planning, shoulder–to–shoulder support, provision of feedback and ongoing reflections.

Parents/Carers

Parents: are kept informed of effective strategies that support the learning of their children.

Processes

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

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

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

Evaluation Plan

Instructional rounds data reflects school wide intentional and impactful teaching.

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

Teacher responses on the *Tell Them From Me* Survey indicate increased opportunities and engagement with technology and a 10% increase in Data Informs Practice and Teaching Strategies

Coaching data demonstrate the implementation of high yield strategies.

Practices and Products

Practices

Formative assessment is consistently used to inform the teaching and learning cycle, in a way that moves learning forward for every student.

Products

Teachers and leaders are responsible for and self regulate their professional growth, developing, implementing and evaluating their Performance Development Plans (PDPs) and fulfilling their accreditation requirements. All PDPs demonstrate a commitment to school directions, accreditation requirements, self development and the capacity to reflect on practice.

A feedback culture is evident across the school.

Learning sequences are purposeful and teachers and students have a clear and shared understanding of the learning intentions.

Strategic Direction 3: Leadership Excellence

Purpose

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

Improvement Measures

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

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

Executive meetings agendas and minutes indicate a 20% increase in modelling and exploring instructional leadership practices and evidence collected and shared at meetings indicate improved practices and outcomes.

People

Leaders

Leaders: discuss, research, model and share the strategies and techniques used to improve teaching and learning across the stage and school.

Staff

Teachers: work shoulder to shoulder with leaders to improve classroom practices with the common purpose of maximising student learning. For example, through collaborative planning, coaching cycles, analysis of student data.

Staff

SASS: are upskilled to enhance effective and efficient management practices

Parents/Carers

Parents and Carers: Opportunities for parents to participate in student learning and to understand and support the school directions.

Community Partners

Community Partners: Flexible partnerships with Communities of Schools effectively support school directions and student and teacher learning. Local and global connections support student, teacher and parent learning.

Processes

School leaders: make classroom observations, provide feedback, interpret test scores with teachers, focus on instructional issues, ensure a coordinated instructional program, are highly visible, communicate high academic standards and ensure class atmospheres are conducive to learning.

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

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

Evaluation Plan

- Executive and stage meeting agendas &/or minutes show a focus on teaching and learning

- Documentation from executive meetings eg consultancy protocols and exit tickets demonstrate deep understandings of current research and take away for own leadership practcie

- Self review of leader diaries demonstrate a focus on teaching and learning

- Feedback forums and tools such as *Tell Them From Me* indicate improved instructional leadership and parent engagement

- Coaching documentation show a focus on improving teaching and learning

Practices and Products

Practices

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

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

Leadership is distributed across the school through stage and whole school opportunities..

Products

Communication practices are effective and inclusive of parents from all cultural backgrounds

Executive meetings agendas and minutes indicate a 20% increase in modelling and exploring instructional leadership practices and evidence collected and shared at meetings indicate improved practices and outcomes.