

Strategic Improvement Plan 2021-2024

John Purchase Public School 4572



School vision and context

School vision statement

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 school 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, 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

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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 to 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.

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.

Improvement measures

Target year: 2022

Achieve an uplift in the top 2 bands in NAPLAN reading of 6.9% from the baseline.

Target year: 2023

Achieve an uplift in expected growth in NAPLAN reading of 2.73% and from the baseline.

Value added data in Scout for K - 3 and Yrs 3 - 5 continues to show excelling; value-added data in Scout for Yrs 5 - 7 increases from sustaining and growing to excelling.

Target year: 2022

Achieve an uplift in the top 2 bands of NAPLAN numeracy of 5.86% from the baseline.

Target year: 2023

Achieve an uplift in expected growth in NAPLAN numeracy of 2.66% and from the baseline.

Value added data in Scout for K - 3 and Yrs 3 - 5 continues to show excelling; value-added data in Scout for Yrs 5 - 7 increases from sustaining and growing to excelling.

Target year: 2024

90% students achieve beyond reading benchmarks set by JPPS - by the end of Year 2.

Initiatives

Rigour in Teaching and Learning

Students are consistently and appropriately challenged in reading and numeracy, within a culture of high expectations.

- Building capacity in explicitly and effectively teaching and assessing intellectually rigorous syllabus content and skills, with a focus on inferential reading, measurement, and application of the Working Mathematically proficiencies across all substrands of numeracy.
- Collaborative planning appropriately challenging learning intentions in reading and numeracy, which incorporate transferable skills that can be applied to developing deep understandings in a range of key learning areas.
- Collaborative planning appropriately challenging worthwhile lessons, within worthwhile trajectories, which are based on syllabus expectations, key concepts, and student needs (Brookhart). These trajectories are made visible to students and parents.
- High-impact professional learning will also incorporate mini rounds, instructional rounds, lesson study, instructional coaching (Knight), and group study of the pertinent research literature, as well as alliances with external partners. This will ensure appropriately challenging lessons are planned, delivered, and reflected on, as teacher collaboration can be a powerful professional learning tool (CESE, 2020).

Adjustable Instruction

All students will be challenged and supported through differentiation practices.

- Use school leaders to deliver high-impact professional learning for teachers in manageable and research-based, evidence-informed adjustable instruction strategies to address and extend individual student needs (Bondie), and the adjustments lead to strong growth for all learners across the learning spectrum.

Success criteria for this strategic direction

- Teachers have an expert understanding of how to plan for rigour in teaching and learning, using this to inform planning, modify teaching practice and communicate differentiation strategies with students and parents. Teachers can articulate how their practice has changed.
- Teacher programs demonstrate that reading and numeracy learning sequences are systematically and collaboratively planned, as part of a coherent learning trajectory that supports students towards meeting high expectations and guides students towards achieving appropriately challenging learning intentions. The Performance of Understanding is aligned with the learning intentions and teaches, measures, and demonstrates student growth in inferential reading and the use of Working Mathematically proficiencies.
- There is alignment between the rigorous demands of the syllabus, scope and sequence expectations, student work samples, learning intentions, teacher programs, performances of understanding observed during lessons, and subsequent student work samples and assessments. There is increased depth in students' work sample responses.
- Observation data, including Instructional Rounds and Lesson Study, indicates improved levels of challenge.
- Teaching and learning programs across the school and subsequent student work samples show evidence that lessons are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.
- School-based assessments demonstrate students' improved understanding of measurement concepts and Working Mathematically processes. Teachers adjust lessons based on assessment data.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Over 90% of students achieve expected levels in the Understanding Texts (UnT) sub-element of the Literacy Progressions:

- UnT4 by the end of ES1
- UnT6 by the end of Stage 1
- UnT8 by the end of Stage 2
- UnT9 by the end of Stage 3

Target year: 2024

Over 90% of students achieve expected levels in the Quantifying Numbers (QuN) sub-element of the Numeracy Progressions:

- QuN6 by the end of ES1
- QuN9 by the end of Stage 1
- QuN11 by the end of Stage 2
- QuN12 by the end of Stage 3

Target year: 2024

Check In Growth data shows more than 80% students are demonstrating expected growth in reading.

Target year: 2024

Check In Growth data shows more than 80% students are demonstrating expected growth in numeracy.

Target year: 2024

The percentage of lessons evaluated as being at the appropriate level of challenge for students improves from the baseline of 50% of classrooms (2021), to 80% of classrooms.

Initiatives

- Utilise available online departmental resources and courses such as the HPG policy, and the Literacy and Numeracy hub.
- High impact professional learning is used to upskill teachers and parents in honouring and challenging the needs of EaLD learners. This includes specialist EaLD support with collaborative planning, shoulder-to-shoulder, in-class support using the Instructional Coaching program (Knight), and a focus on extending student vocabulary. This will benefit all learners.

Evaluation plan for this strategic direction

QUESTION:

Have our students been appropriately challenged in reading and numeracy? Has this led to targeted growth and attainment? Are our students learning what they are supposed to be learning, more deeply than they were before?

DATA:

Teachers will use a range of data sources, to regularly analyse the effectiveness of the initiatives in achieving student growth and attainment in reading and numeracy, including:

- Student interviews demonstrate an increased level of challenge and growth compared to baseline interviews
- Tell Them From Me Surveys demonstrate an increased level of rigour
- Student work samples - comparison of pre and post-learning sequence samples to monitor the achievement of challenging learning intentions and to gauge whether students have a deeper understanding of the syllabus content, i.e. to gauge improvement
- NAPLAN data comparative analysis shows whether students have increased accuracy in answering the most challenging questions, compared to the baseline
- 'Check-In' assessment data comparative analysis shows whether students have increased accuracy in answering the most challenging questions, compared to the baseline
- Reading comprehension benchmark data shows an increased number of students achieving the high-level benchmarking levels set by John Purchase Public School.
- An increased number of students are promoted to higher EaLD phases.

ANALYSIS:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Regular analysis of data will enable us to monitor progress towards the improvement measures and to ascertain the effectiveness of initiatives.

Ongoing professional dialogue to ascertain progress towards excellence as it pertains to the School Excellence Framework elements and themes.

IMPLICATIONS:

Have our initiatives effectively challenged and supported students and has this led to improved attainment and growth in reading and numeracy? If not, why not? Where to next? If progress measures are not being achieved, we will need to reconsider what we are doing, what has facilitated, and what has impeded improvement.

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.

Improvement measures

Target year: 2024

Students can confidently talk about their learning as evidenced in their responses during interviews whereby they talk about their work samples prior to and after a learning sequence in reading and numeracy. Students can articulate:

- What am I learning?
- Why is this learning important?
- Where does this learning fit in within the learning trajectory?
- How am I going with this learning? How do I know?
- What feedback have I received about this work? How has this helped me improve the work?
- What are my next steps?
- What learner qualities do you use when faced with challenges in your learning?

Initial data has been collected as baseline data and this will be collected each semester in reading and numeracy to gauge impact and inform next steps. The target growth involves a 10% increase from the baseline in students' ability to articulate relevant responses.

Target year: 2024

Teacher and student scaling survey responses demonstrate a 30% increase in teacher confidence in terms of knowing and using the meta language of the learner dispositions, to support students' agency: self-regulation and efficacy.

Initiatives

Self Regulation

Ensure students are supported in developing their ability to monitor and self-regulate their learning. This involves:

- Review and adapt practice to ensure that students and teachers have shared clarity about what students are learning, why that learning is important, how it fits into the learning trajectory, what they are expected to do, how to do it, what it looks like when successful, how they can monitor their learning and what the next steps in the learning will be.
- High impact professional learning on detailed and specific feedforward, which focuses on what students need to do to achieve growth as a learner and how to move closer to the learning goal and/or learning intention. Students are encouraged and supported to self-assess, reflect on and monitor their work, based on the feedforward they receive. Professional learning is based on the research of what makes feedforward effective, will involve collaborative role-playing on giving and receiving effective feedforward, ensuring effective implementation and observation in the classroom, and subsequent evaluation in terms of students' application of the feedforward to improve learning.
- Explore strategies to involve students as co-drivers of their learning journeys, conferencing with their teachers to set learning goals in reading and numeracy. These goals will be developed from a range of assessment strategies that are shared with students and used to inform progress. Students are involved in collecting and interpreting evidence related to the goal, which will further harness agency.

Learner Efficacy

Facilitating active and deep engagement and joy in the learning process through a whole-school initiative that takes students' beyond the walls of JPPS. This involves:

- Creating a core set of learner dispositions with the

Success criteria for this strategic direction

- Learning intentions and success criteria are evident in programs and classrooms. Walkthroughs show that students can articulate the learning goal and understand what success will look like.
- All students can identify, achieve and articulate appropriately challenging reading and numeracy learning goals. They can explain how they will achieve these and will share their progress towards these with their teacher and parents.
- Student interview data shows that students can describe the feedforward they have received and how they have used it to improve their work. Student responses show that students can articulate how they are using the learner qualities to overcome challenges and improve their work.
- All stakeholder groups understand and use the language "feedforward", a shift from using the term "feedback."
- Learning trajectories are collaboratively planned by stage teachers, they are made visible to the students and parents, and students can subsequently use the trajectory to describe how the current learning/lesson fits within the learning trajectory and what the next steps in the learning will be.
- Students will be increasingly skilled and motivated to use their own data to identify areas of need. They will see how what they learn in class is directly related to what they need to learn and will therefore be better equipped to self-regulate their progress.
- The language of the learner qualities is visual and is widely and consistently used by the school community on a daily basis including within: teacher programs, lessons, feedback loops, reflection activities, assemblies, learning journeys, newsletters, and when reporting to parents.

Evaluation plan for this strategic direction

QUESTION: Are students demonstrating agency, efficacy, and a love of learning through their ability to

Strategic Direction 2: Student Agency

Improvement measures

Target year: 2024

Tell Them From Me student surveys indicate an 8% increase in the percentage of students who are interested and motivated in their learning.

Target year: 2024

Student Tell Them From Me data is above the baseline of 81% in terms of having a positive sense of belonging.

Target year: 2022

94% of students attending greater than 90% of the time

Initiatives

school community, which is used to empower our students as lifelong learners. These dispositions, or habits of mind, describe key learner behaviours and ways to approach, engage in and relate to the learning process. The dispositions provide a shared language for learning, for students, teachers and parents, and these are used to guide our work in promoting student self-awareness, self-efficacy and agency.

- Embed language of learner dispositions across the school community through extensive and consistent communication, modelling, explicitly teaching and using these to encourage highly-esteemed learner behaviours. As a result, students are able to use and articulate how the learner qualities help them overcome learner challenges and develop self-efficacy and agency.

Evaluation plan for this strategic direction

monitor and describe their learning journey, using a diverse range of tools, such as, trajectories, assessments, learning intentions, feedforward, learner qualities and learning goals.

DATA: A triangulation of data sources will be used to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. These include:

- Classroom 'walkthroughs'
- Student interviews
- Three-way reporting
- Instructional Rounds findings
- Student work sample comparisons
- Student, teacher, parent surveys
- Tell Them From Me survey data

ANALYSIS:

Using data from evidence sets above to monitor and re-assess our plans in terms of students developing agency, efficacy, and a love of learning.

IMPLICATIONS:

Have our initiatives effectively supported students in developing agency? If not, why not? Where to next? If progress measures are not being achieved, we will need to reconsider what we are doing, what has facilitated, and what has impeded improvement.

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.

Improvement measures

Target year: 2024

Check In Assessment progress data demonstrates a 10% increase from the 2021 baseline, for students achieving expected growth between Term 2 and Term 4 for students in Reading.

Target year: 2024

Check In Assessment progress data demonstrates a 10% increase from the 2021 baseline, for students achieving expected growth between Term 2 and Term 4 for students in Numeracy.

Target year: 2024

Comparative student work samples in reading, writing, science, history and geography are collected and analysed prior to and post learning sequences, and demonstrate improvement based on the learning intentions and success criteria, as outlined in teacher programs.

Target year: 2024

The school's evaluation of *Data Skills and Use* will move from *Sustaining and Growing* to *Excelling*.

Target year: 2024

Instructional Rounds findings demonstrate effective use of minute by minute formative assessment techniques across all classrooms.

Target year: 2024

Initiatives

Data Driven Assessment for Teaching

Ensuring evidence-informed practice, which is responsive to the needs and aspirations of students, is embedded across all classrooms.

- High impact professional learning in data literacy, data analysis, and data use in teaching, to further upskill teachers and leaders in using a variety of evidence sets, which contain varying levels of quantitative and qualitative data, to inform next steps in curriculum delivery.
- Building capacity to use a full range of effective assessment strategies, including assessment for learning, assessment as learning and assessment of learning, by further exploring these during professional learning: collaborative planning, tuning protocol sessions and through *consistency in teacher judgement* (CTJ) opportunities.
- Leaders facilitate support for teachers through high impact professional learning, collaboratively planning and timetabling to astutely and regularly collect and analyse data so that impact on students' learning can be ascertained. Monitor student progress and identify where additional attention and next steps must be focused.
- Revisit minute-by-minute formative assessment techniques for ongoing sustainability, during high impact professional learning such as coaching, lesson study and stage meetings.
- Dedicating time during stage planning, coaching and professional learning initiatives, to ensure a coordinated and consistent approach to the planned and systematic analysis of relevant student assessment results and other data. This will ensure that the collection, analysis, use, and recording of data becomes routine practice at an individual, class, stage, and whole school level.
- Assessment approaches will be shared with parents and students. through newsletters and within lessons.

Success criteria for this strategic direction

- Teachers routinely collect, discuss, analyse and extrapolate student data, from internal and external sources, and this is used to inform planning (including interventions and modifications of teaching practice).
- Consistency of teacher judgement (CTJ) within and across stages, aligned to syllabus expectations is achieved, and findings from CTJ sessions are used to inform next steps in collaborative planning.
- Visual tracking mechanisms, such as Bump It Up walls, are selected by teachers to monitor student growth in learning, with teachers identifying expected growth for each student.
- Students who do not demonstrate expected growth, are identified and work samples are examined using thinking protocols, so next steps for these students can be determined, in collaboration with relevant stakeholders (i.e. teacher, student, executive, parent).
- School-wide systems are clearly established and communicated to inform gathering of meaningful data, to assess student growth
- Student progress in reading and numeracy is tracked, based on common assessment tasks and comparative work samples. Stage teams and specialist support staff, use student work to make consistent judgements about student growth, attainment and next steps.
- All staff participate in genuine inquiry, uncovering new insights around what is happening for our learners using the data, considering how we are contributing to progress using comparisons with baseline data, collaboratively creating innovative solutions, and evaluating impact without bias.
- Students' learning needs drive teacher and leader professional learning with teachers' learning focused on improving student learning and leaders learning how to effectively work with teachers to improve student outcomes.
- There is coherence and clarity from leaders around shared, sharp, focused school goals through ongoing

Strategic Direction 3: Impactful practice

Improvement measures

Value-added data in Scout for K-3, 3-5 and 5-7 increases and is sustained as excelling.

Initiatives

Data Driven Evaluation for Planning

Astute and regular collection and analysis of data help leaders and teachers to recognise the impact on students' learning, to monitor student progress, and to identify where additional attention and next steps must be focused.

High impact professional development for teachers and leaders, to foster evaluative thinking skills, mindsets and practices. In doing so, we understand:

what is happening for our learners,

- how we know,
- why this is important,
- what needs to be continued, and
- what needs to be done differently.

Through high impact professional learning, develop the expertise of leaders, teachers, and students using evidence and evaluative thinking to collect, organise and analyse varying levels of evidence to measure impact, track progress, and make defensible decisions about next steps, so we can continually and collaboratively act on this to improve outcomes for all learners.

Success criteria for this strategic direction

communication and frequent check-ins.

- Responses from parents indicate that they understand the assessment approaches being used, how assessments impact on and are used to improve students' learning progress and are increasingly engaged with the children in that process.

Evaluation plan for this strategic direction

QUESTION:

How are assessments being used to improve learning outcomes for students? Are teachers and leaders using evaluative thinking to make reliable, unbiased judgements about the impact on student learning?

DATA:

- Student work samples - comparison of pre and post-learning sequence samples to gauge improvement
- Early Stage 1 Best Start assessments
- Phonological Awareness assessments
- Year 1 Phonics Screening
- NAPLAN data
- 'Check-In' assessment data - gap analyse
- Reading comprehension benchmark data
- EALD phases
- Findings from Instructional Rounds

ANALYSIS:

Using evidence sets above to monitor and re-assess our plans in terms of what is being taught in the classrooms, what teachers are learning and what leaders are learning.

IMPLICATIONS:

- Are we effectively responding to students' needs

Strategic Direction 3: Impactful practice

Evaluation plan for this strategic direction

from our assessments?

- Are we using the evidence sets to adjust our planning and decisions?
- Have we made enough of a difference to our learners?
- What additional evidence may further inform us?
- Are the leaders learning what they need to learn to support the teachers in learning what they need to learn to support the students in improving learning outcomes? If not, why not?