Strategic Improvement Plan 2023-2026

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 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 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 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.

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

Reading growth
Achieve by year: 2023

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.

Numeracy growth
Achieve by year: 2023

AIncrease 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.

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 new syllabus content and skills, using evidence based practice, with a focus on inferential reading, measurement, problem solving and reasoning.
- Collaborative planning appropriately challenging learning intentions in reading and numeracy, which incorporate transferable skills.
- Collaborative planning worthwhile lessons, within worthwhile trajectories, which are driven by the new curriculum, key concepts, and student need (Brookhart).
- High-impact professional learning such as: instructional rounds, lesson study, instructional coaching and alliances with external partners. These measures support student, teacher and leader collaboration, efficacy, growth and attainment.

Adjustable Instruction

Challenging and supporting all students through effective and manageable differentiation practices.

- High-impact professional learning for teachers in research-based, evidence-informed adjustable /adaptable instruction strategies to address and extend individual student need, for all learners across the learning spectrum., including exploration of strategies associated with the High Potential and Gifted Education policy.
- 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 and instructional coaching.

Success criteria for this strategic direction

- Teachers plan for rigour in teaching and learning. Teachers and leaders can articulate how their practice has changed.
- There is alignment between the rigorous demands of the new curriculum, 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 indicate improved levels of challenge.

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 applying deeper understandings of core concepts?

DATA:

Teachers and leaders use a range of data sources, to regularly analyse the effectiveness of the initiatives, including: student interviews, work sample comparisons, NAPLAN and Check-Ins.

ANALYSIS:

Regular (5 weekly) analysis of data through progress and implementation monitoring.

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?

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

Achieve by year: 2026

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, writing 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 I use when faced with challenges in my learning?

Achieve by year: 2026

Student Tell Them From Me survey results indicate a 10% increase in baseline 2022 data, in terms of having a positive sense of belonging.

Attendance (>90%)
Achieve by year: 2023

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

Initiatives

Self Regulation

Supporting students to develop their capacity to monitor and self-regulate their learning.

- Students, teachers and leaders have shared clarity about what students are learning, why that learning is important, how it fits into the learning trajectory, 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 move closer to the learning goal and/or learning intention. Students are supported to self-assess and monitor their work, based on the feedforward they receive.
- 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 and progressions, that are shared with students and used to inform progress. Students are involved in collecting and interpreting evidence related to the goal.

Connect. Succeed & Thrive

Enhancing students' sense of belonging, resilience, relationships and leadership through:

- Exploring and implementing effective, evidence-based wellbeing initiatives which enable students to connect, succeed and thrive.
- Creating a core set of dispositions or habits of mind, describing key behaviours and ways to approach, engage in and relate to self and others. The dispositions provide a shared language for learning and wellbeing, for students, teachers and parents, and these are used to guide our work in promoting self-awareness, self-efficacy, agency and wellbeing.

Success criteria for this strategic direction

- Learning intentions and success criteria are evident in programs and classrooms. Students can articulate the learning intention and actively use success criteria to improve their work.
- Student interview data shows that students can describe the feedforward they have received and how they have used it to improve their work.
- Learning trajectories are collaboratively planned, made visible to the students and parents, and used by students to describe how the current learning/lesson fits and what the next steps will be.
- Students indicate a positive sense of wellbeing through interviews, surveys and /or focus groups.
- The language of the learner qualities is visual and is widely used within: 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, a love of learning and a strong sense of wellbeing?

DATA: Regularly triangulating data sources such as: classroom walkthroughs, student interviews, Instructional Rounds findings, work samples, focus groups and student, teacher and parent surveys.

ANALYSIS:

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

IMPLICATIONS:

Have our initiatives effectively supported students in developing a positive sense of wellbeing and agency? If not, why not? Next steps?

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

Achieve by year: 2026

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

Achieve by year: 2026

The school's evaluation of *Data Skills and Use* will be sustained as *Excelling.*

Achieve by year: 2026

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

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.

- 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.
- Embedding rapid formative assessment techniques into daily teaching practices
- Authentic collection, analysis, use, and recording of data becomes routine practice at an individual, class, stage, and whole school level.
- Assessment approaches are shared with parents and students. through newsletters and within lessons.

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 authentically 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.

Success criteria for this strategic direction

- All staff participate in genuine inquiry, uncovering insights around what is happening for our learners using the data, collaboratively creating innovative solutions, and evaluating impact.
- Student progress in reading and numeracy is tracked, based on common assessment tasks and comparative work samples (CTJ). Stage teams and specialist support staff, use student work to make consistent judgements about student growth, attainment and next steps.
- Visual tracking mechanisms, such as Bump It Up walls, are used by teachers and students to monitor growth in learning, with teachers identifying expected growth for each student.

Evaluation plan for this strategic direction

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

DATA: Analysis of pre and post-learning sequence samples, Best Start, NAPLAN, Check-Ins, benchmarks, EALD phases, DoE assessment tasks, Instructional Rounds.

ANALYSIS: Using evidence sets 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?
- Are plans and decisions adjusted, in response to data analysis?
- What is the impact for our learners?
- What additional evidence may further inform us?