

# School plan 2018-2020 (2019)

## Punchbowl Public School 2910



# School background 2018–2020

## School vision statement

Punchbowl Public School's vision is to create an inclusive and innovative learning environment which builds resilience and enables all students to become independent and active contributors to a diverse community.

## School context

Punchbowl Public School serves a highly diverse and multicultural community, with 92% of students having a language background other than English and 5% of students coming from refugee backgrounds. Over 30 different language backgrounds are represented in the school community.

Located in South–Western Sydney, Punchbowl Public School has a K–6 enrolment of approximately 570 students. In addition to this, the school has 14 students across two K–6 Autism Support classes, an Early Intervention Unit with 28 students and two Preschool classes with a total enrolment of 80 students.

Student learning is supported by English as an Additional Language or Dialect (EALD) teachers, Learning and Support Teachers (LaSTs), an Arabic Community Languages program and two Instructional Leaders who are employed through Early Action for Success (EaFS). Student wellbeing programs are further supported through the employment of an additional Assistant Principal (Student Wellbeing), School Learning and Support Officers (SLSOs), a speech pathologist and a psychologist. The school also employs two Community Liaison Officers (CLOs) to support with school and community partnerships.

Punchbowl Public School is a Positive Behaviour for Learning (PBL) and White Ribbon school. The school's PBL/White Ribbon team lead the development and implementation of programs to support the social, emotional and physical wellbeing of students. A 'Student Voice' committee also operates through the school's PBL team, with student leaders having an active say in any initiatives across the school.

The school offers a variety of extra–curricular activities including PSSA sport, dance and performance groups, choirs and musical groups, catering for all interests and ability levels.

Punchbowl Public School has a strong team of professional and dedicated teaching and non–teaching staff who are at

## School planning process

In Term 4 2017, the school conducted an extensive self–evaluation which engaged students, staff and parents utilising the analysis of student performance data, surveys and conferences. The following data informed the development of the 2018–2020 School Plan:

- External Validation – analysis of evidence against the School Excellence Framework and final External Validation Report.
- NAPLAN and PLAN data.
- Early Action for Success (EaFS) staff surveys.
- Student wellbeing, attendance and incident data.
- Positive Behaviour for Learning (PBL) staff and student surveys and Tiered Fidelity Inventory.
- Learning Bar surveys – Tell Them From Me (TTFM) – student, staff and parent surveys.
- Parent and community feedback on the draft 2018–2020 School Plan.
- Whole staff evaluation of 2015–2017 School Plan.
- School process evaluations for internal programs and initiatives.

# School background 2018–2020

## School vision statement

## School context

various stages of their careers. The school maintains a strong partnership with parents and the community through an active Parents and Citizens (P&C) Association and facilitates many targeted parent programs through its School as Community Centre (SaCC).

## School planning process

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Active, informed and innovative citizens with high levels of wellbeing.

### Purpose:

Improved learning outcomes for students are at the core of the school's plan.

Developing learners with high levels of wellbeing and academic and social competence, who feel connected to their learning and approach all learning with efficacy and persistence, to enable them to become active and valued contributors to society.

## STRATEGIC DIRECTION 2

Quality teaching, learning and leading through collaboration and evaluation.

### Purpose:

Quality teaching and learning and an engaging curriculum are at the core of the school's plan.

Developing a collaborative culture across the school ensures a consistency in curriculum delivery and assessment practices. Ongoing opportunities are provided for staff to improve their teaching and leadership through targeted and purposeful support. A culture which systematically reflects on and measures its own practice has the greatest impact on improving outcomes for staff and students.

## STRATEGIC DIRECTION 3

Strong and dynamic school and community partnerships.

### Purpose:

Strong and purposeful partnerships with parents and the school community are at the core of the school's plan.

Establishing initiatives in partnership with parents, external agencies, local schools and community groups improves learning and wellbeing outcomes for all students and their families. Strong partnerships also ensure a shared ownership for school directions and learning.

# Strategic Direction 1: Active, informed and innovative citizens with high levels of wellbeing.

## Purpose

Improved learning outcomes for students are at the core of the school's plan.

Developing learners with high levels of wellbeing and academic and social competence, who feel connected to their learning and approach all learning with efficacy and persistence, to enable them to become active and valued contributors to society.

## Improvement Measures

Increase in the number of programs and initiatives across the school that strengthen resilience and build students physically, socially and emotionally.

PBL focus taught weekly in all P-6 classrooms in line with whole school priorities.

Increase in the number of students who identify a social, institutional and intellectual engagement with the school.

Future focused learning environments, pedagogy and resources are evident in 100% of classrooms.

## People

### K-6 Students

Strengthen identity as self-directed learners with a growth mindset and the ability to monitor, evaluate and manage their behaviour and actions to maximise personal growth and development.

Develop the skills required to seek feedback from peers and use this information to lead whole school initiatives.

Build the skills required to work collaboratively in a future focused learning environment by analysing tasks and finding creative ways to approach and solve problems.

### Preschool Students

PBL introduced and used in the preschool to assist children in regulating their own behaviours, responding appropriately to the behaviours of others and communicating effectively to resolve conflict.

### Staff

Deepen their knowledge of strategies and programs that promote social and emotional wellbeing in students.

Broaden and enhance teaching repertoires to include pedagogies and resources that are future focused and respond to the individual needs of students.

Strengthen their ability to ask challenging questions and set open-ended tasks that promote student-centred learning opportunities.

## Processes

### Strengthen resilience and build students physically, socially and emotionally

Implement school wide procedures P-6 aligned to the Student Wellbeing Framework and programs and initiatives that promote active participation in physical activity and address childhood obesity.

### Positive Behaviour for Learning (PBL) – Preschool

PBL matrix adapted to the preschool environment in consultation with children and families.

### Increase social, institutional and intellectual engagement with the school

Establish student leadership and governance opportunities, whole school expectations for behaviour and application and initiatives to strengthen attendance rates and student connectivity with the school.

### Establish Future Focused Learning Environments

Design and implement a school wide approach to future focused teaching and learning, including increasing student access to 21st Century teaching and resources.

## Evaluation Plan

Agendas and minutes taken from stage-level wellbeing meetings and the weekly Learning and Support Team meeting.

## Practices and Products

### Practices

Ongoing implementation and evaluation of programs and initiatives led by the school's Learning and Support Team and Positive Behaviour for Learning (PBL) Team to support the social and emotional needs of identified students.

Employment of a speech pathologist and school psychologist to support student learning through specialised programs.

Employment of a specialist Personal Development and Physical Education teacher to lead school wide programs that promote a healthy lifestyle and engage students in physical activity.

Ongoing opportunities for students to provide feedback on class and school wide programs and having an active involvement in the organisation and leading of whole school events and initiatives.

Weekly stage-level meetings and regular professional learning days to upskill staff and allow for the effective implementation of future focused pedagogies and environments across Years K-6.

### Products

Students are engaged in a variety of learning opportunities which directly support the holistic development of the child.

Preschool and ES1 work collaboratively to develop PBL lessons.

Students attend school regularly and play an active role in driving school priorities.

# Strategic Direction 1: Active, informed and innovative citizens with high levels of wellbeing.

## People

### Leaders

Ensure a school-wide, collective responsibility for student learning and success and plan to meet the identified needs of students using trusted data and evidence based practices.

Establish a professional learning community which is focused on continuous improvement of teaching and learning.

### Community Partners

Utilise external expertise to support professional learning for teachers and social and emotional development for students.

## Processes

Weekly analysis of classroom based behaviour concerns through the Learning and Support Team meeting.

Classroom observations, including Walk Throughs.

Weekly analysis of student wellbeing and attendance data at the Learning and Support Team meeting.

Supervisors to analyse and evaluate teaching programs, student work samples aligned to programs and core practice register once each term.

## Practices and Products

classroom practices across the school.

# Strategic Direction 2: Quality teaching, learning and leading through collaboration and evaluation.

## Purpose

Quality teaching and learning and an engaging curriculum are at the core of the school's plan.

Developing a collaborative culture across the school ensures a consistency in curriculum delivery and assessment practices. Ongoing opportunities are provided for staff to improve their teaching and leadership through targeted and purposeful support. A culture which systematically reflects on and measures its own practice has the greatest impact on improving outcomes for staff and students.

## Improvement Measures

Preschool teacher evaluations/reflections demonstrate improvement in student engagement in early literacy and numeracy experiences within a play based learning environment.

Increase in the percentage of students achieving at or beyond expected outcomes in Literacy and Numeracy through differentiated pedagogy and curriculum.

Significant increase in the number of students who are accessing purposeful and regular feedback on their learning and using this information to become self-directed learners.

Practices for planning, teaching and evaluating are highly collaborative, evidence informed and consistent across the school.

## People

### Students

Develop the cognitive tools to articulate the purpose of what they are learning, why they are learning it and what information they now need for future learning.

Establish the skills required to approach new learning in Literacy and Numeracy with greater confidence and independence.

Develop the skills to self-assess and regulate their learning, act upon feedback provided by others and provide purposeful feedback to peers.

### P-6 Staff

All children have access to age appropriate quality literacy and numeracy opportunities.

Deepen the knowledge and skills required to accurately monitor student progress using the Learning Progressions and PLAN 2 software.

Utilise internal and external student performance data to establish learning goals, educational program and resources that are personalised and support learning outcomes for all students.

Develop the skills to provide timely and goal referenced feedback to students, by utilising formative assessment practices.

Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice to ensure ongoing improvement in teaching practice and student results.

## Processes

### Environments that provoke and stimulate

The preschool environment is set up daily in an intentional and provocative way after reflecting on children's needs, interests and language requirements.

### Differentiate pedagogy and curriculum to meet the needs of students

Implement differentiated pedagogy in Literacy and Numeracy through tiered interventions from Instructional Leaders and the establishment of a whole school approach to the analysis and use of student performance data.

### Develop self-directed learners

Develop school wide processes for providing students with effective, timely and goal referenced feedback.

## Evaluation Plan

Weekly analysis of student performance and attendance data at stage level.

Weekly analysis of student wellbeing and attendance data at the Learning and Support Team meeting.

5 weekly analysis of student progress against the learning progression using PLAN 2 software.

Supervisors to analyse and evaluate teaching programs, student work samples aligned to programs and core practice register once each term.

Analysis of action plans implemented by

## Practices and Products

### Practices

Ongoing participation in professional learning to deepen current understanding of child development and what is age appropriate in relation to literacy and numeracy development.

Ongoing participation in quality professional learning and clear evidence of its implementation in the classroom to support learning outcomes for students.

Ongoing reflection to determine the impact of teaching programs and pedagogy on student learning.

Systematic collection, analysis and interpretation of student performance data through weekly stage meetings, weekly stage-level Learning and Support Team (LST) meetings and 5-weekly meetings with K-2 staff and the Instructional Leaders, to determine progress and inform future instruction.

Regular opportunities for the performance and development needs of staff to be addressed through team teaching opportunities, observations of professional

### Products

Demonstrated growth in Literacy and Numeracy evident across multiple internal and external assessments, including NAPLAN, PLAN 2 and the Learning Progressions.

Implementation of a differentiated curriculum and pedagogy across Years K-6.

School wide framework for providing

## Strategic Direction 2: Quality teaching, learning and leading through collaboration and evaluation.

### People

#### Parents/Carers

Develop an understanding of learning programs and expected outcomes for students.

Provide parents with the knowledge and skills that enable them to participate in student learning and support the learning of their child at home.

#### Leaders

Increase opportunities for distributed leadership to build staff capacity across the school.

Build a P-6 culture of reflective practice where measurable and evidence-based actions are taken to improve learning outcomes for students.

Create a culture of collaborative planning, reflection and instruction to ensure consistent practices across the school.

Build the capacity in staff through the provisions of team teaching, observations of professional practice and providing explicit and targeted feedback to teachers.

#### Community Partners

Build partnerships with local schools and community organisations to support academic outcomes for students.

### Processes

Instructional Leaders.

Analysis of Year 3 and 5 NAPLAN results.

Observation of classroom environments.

### Practices and Products

feedback to students on their performance.

Regular work embedded opportunities for collaborative professional learning, planning and programming.

School wide processes for building staff capacity and strengthening teaching practices across the school.



# Strategic Direction 3: Strong and dynamic school and community partnerships.

<p><b>Purpose</b></p> <p>Strong and purposeful partnerships with parents and the school community are at the core of the school's plan.</p> <p>Establishing initiatives in partnership with parents, external agencies, local schools and community groups improves learning and wellbeing outcomes for all students and their families. Strong partnerships also ensure a shared ownership for school directions and learning.</p>
<p><b>Improvement Measures</b></p> <p>Increase opportunities for parents to be active partners in the operations of the school.</p> <p>Numbers of preschool students enrolling in the primary school are increased.</p> <p>Establish strong partnerships with local primary schools, high schools and external agencies.</p> <p>Strengthen the school's profile and reputation within the community.</p>

<p><b>People</b></p> <p><b>Students</b></p> <p>Build the skills and willingness in students to communicate school experiences and share their learning with their parents families.</p> <p>Attain the knowledge, skills and confidence to transition successfully into a new or less familiar environment.</p> <p>Encourage a strong sense of belonging and pride in being part of the school and community.</p> <p>Develop stronger links between the preschool and primary school so that orientation processes are enhanced.</p> <p><b>Staff</b></p> <p>Develop a range of methods to seek and share information about student learning with families.</p> <p>Recognise the important role played by families in their child's learning by utilising family expertise and experiences to support student learning.</p> <p>Actively engage with external agencies to support learning outcomes for identified students.</p> <p>Regularly reflect on the content of PLASPs and BMPs and adjust as required to meet the current needs of identified students.</p> <p>Develop stronger sharing between the preschool and primary school teachers.</p>
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<p><b>Processes</b></p> <p><b>Increase engagement with parents and the local community</b></p> <p>Design, establish and review a range of opportunities for parents to actively contribute to the school, provide and receive feedback on their child's learning and develop new knowledge and skills.</p> <p>Parents and children are provided with information regarding what they can expect from the pre-school experience and are provided with the opportunity to articulate their expectations and provide feedback for the continuous improvement of the pre-school.</p> <p><b>Strengthen partnerships with local schools and agencies</b></p> <p>Increase engagement with local agencies and community groups and establish strong learning communities with local primary and high schools.</p> <p><b>Strengthen the school's profile</b></p> <p>Utilise a variety of methods to promote and recognise school achievements, establish after hours programs to meet community needs and ensure that the school is represented in local and community events.</p> <p><b>Evaluation Plan</b></p> <p>Parent attendance, agendas and minutes from P&amp;C meetings.</p> <p>Parent attendance at whole school events, workshops and information sessions (including those facilitated by the SaCC).</p> <p>Parent attendance at Parent/Teacher Conferences and review meetings.</p>
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<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>Facilitate a variety of whole school events that celebrate the school's cultural diversity and engage parents and the community.</p> <p>Utilise Community Liaison Officers (CLOs) and Community Language teachers to assist in parent meetings, promote parent participation in school events and strengthen cultural competency within the staff.</p> <p>Employ an additional Assistant Principal (Student Wellbeing) to lead the development of Personalised Learning and Support Plans (PLASPs), Behaviour Management Plans (BMPs) and to liaise with external agencies to support identified students and families.</p> <p>Ongoing analysis of student wellbeing data through the school's Learning and Support Team and weekly stage-level meetings to identify wellbeing, behaviour and attendance concerns and develop plans to support identified students.</p> <p>Build the school's profile through regular participation/representation in community events and by utilising opportunities to promote, celebrate and publicise school events and achievements.</p> <p><b>Products</b></p> <p>Increased parental engagement with the school and local community across multiple points of access.</p> <p>Stronger links and collegial networks established with local schools, community businesses and organisations.</p>
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# Strategic Direction 3: Strong and dynamic school and community partnerships.

<b>People</b>
(CLOs) to keep informed of school processes and their child's learning.
Increase opportunities for parents and families to access school-based support as well as support provided through local community and external agencies.
<b>Leaders</b>
Develop and promote a variety of engaging and purposeful events that encourage parent participation in the school.
Develop clear school wide systems that allow for parents to actively contribute to learning programs for their child.
Include parents and community in the school planning process and seek feedback on current practices.
Maintain strong school and community partnerships through clear lines of communication and visible leadership.
<b>Community Partners</b>
Build strong partnerships with community organisations and external agencies to improve learning outcomes for students and opportunities for families.

<b>Processes</b>
meetings between parents and the school.
Records indicating the number of students and families receiving support from external agencies.
Personalised Learning and Support Plans (PLASPs) and Behaviour Management Plans (BMPs) in place for identified students.
Analysis of the school's Learning and Support Team database, minutes from LST meetings and Sentral behaviour records.

<b>Practices and Products</b>
School facilities regularly utilised by families and local community groups.
whole school and individual achievements promoted within the school community and abroad.