

# Punchbowl Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of **Punchbowl 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 school 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.

Dace Elletson

Principal

### School contact details

Punchbowl Public School

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PUNCHBOWL, 2196

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## School background

### School vision statement

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

### School context

Punchbowl Public School is a highly dynamic and exciting school and serves a diverse and multicultural community. Within the school, 96% of students have a language background other than English, there are 3 Aboriginal students and 1 from the Torres Strait Islands. We also have 2% of our student population who are from refugee backgrounds. We are privileged to have over 30 different language backgrounds represented in the school community.

Punchbowl Public School has a K–6 enrolment of approximately 520 students. In addition to this, the school has 2 autism support classes with 13 students, 2 Early Intervention Preschool classes with 12 students and 2 full Preschool classes comprising a total enrolment of 80 students.

Quality teaching and learning is our number one priority and students are supported by English as an Additional Language or Dialect (EALD) teachers, Learning and Support Teachers (LaSTs), an Arabic Community Languages program and two specialist Instructional Leaders who are employed through Early Action for Success (EAfS). Student wellbeing programs are innovative and responsive to student need. We support all students by employing an Assistant Principal, Student Learning and Wellbeing, School Learning and Support Officers (SLSOs), a Speech Pathologist and a registered Psychologist. The school also employs a Community Liaison Officer (CLO) to assist in developing and maintaining the highly valued and visible parent, school and community partnerships.

Punchbowl Public School is a Positive Behaviour for Learning (PBL) school. The school's PBL team lead the development and implementation of programs to support the social, emotional and physical wellbeing of students.

Punchbowl Public School has a strong team of innovative, professional and dedicated teaching and non-teaching staff who are at 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).

A copy of the Punchbowl Public School 2018–2020 School Plan, Preschool Quality Improvement Plan (QIP) and Annual Report can be found on the school website: [www.punchbowl-p.schools.nsw.edu.au](http://www.punchbowl-p.schools.nsw.edu.au)

Location: Punchbowl Public School, 1333 Canterbury Road, Punchbowl, NSW 2196

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

The results of this process indicated:

#### For Learning:

At Punchbowl Public School, our **Learning Culture** was **Sustaining and Growing**. The school placed a significant emphasis on well-developed processes across the school to ensure optimal conditions for student learning. School programs addressed the identified needs of students across the school and priority was placed on positive, respectful relationships (through the school's PBL initiatives) and student wellbeing.

There was a school-wide, collective responsibility for student learning and success. External providers worked in collaboration with the school to lead a variety of initiatives and programs to strengthen the learning culture across the school. Community partnerships were also central to the school's focus for 2018 as parent engagement with the school was seen as vital in building the school's learning culture.

The **Wellbeing** element was **Sustaining and Growing**. The school provided professional learning to staff on the Wellbeing Framework and the school's executive and Learning Support Team led the planning and implementation of whole school processes and initiatives to support the cognitive, social, emotional, physical and spiritual needs of students. Additional counselling services and a speech pathologist were employed by the school to support targeted students and their families and to provide professional development for teachers.

A whole-school approach to wellbeing that has clearly defined behavioural expectations and created a positive teaching and learning environment was also evident at Punchbowl Public School. This was demonstrated through the Positive Behaviour for Learning (PBL) process, Peer Support, Student Voice (SRC) and programs to build social skills and resilience, including the 'Got It', 'Fun Friends' and 'Rage' programs.

The **Curriculum and Learning** element was **Sustaining and Growing**. Programs and teaching pedagogy effectively developed the knowledge, understanding and skills of all students, using evidence-based practices and innovative delivery methods. Systematic processes and programs were in place to identify and address student learning needs, including Learning and Support Team meetings, stage/team data analysis meetings and intervention from Instructional Leaders, LaSTs and EALD teachers. The school also had rigorous processes in place to support student transitions and educational plans were developed in direct consultation with parents, students and a broad range of service providers to support identified student learning needs.

The school was **Sustaining and Growing** in the element of **Assessment and Reporting**. The school had explicit processes to collect, analyse and report on internal student performance data. Instructional leaders facilitated data analysis meetings in Literacy and Numeracy with K–2 teachers and this was used to drive future planning in L3 and TEN. Formative assessment strategies were a focus across the school, with teachers using visible learning/teaching strategies including questioning, 'bump it up' strategies, learning intentions and success criteria and feedback to assess the impact of their teaching on student learning.

The **Student Performance Measures** element was **Sustaining and Growing**. An understanding of student performance measures allowed school leadership and teaching practices to be strengthened across the school. There was an increased capacity in stage supervisors to analyse data trends and use this information to lead professional learning and participate in professional dialogue with their teachers. Teachers also had an increased ability to use student performance measures to identify areas of need and ensure that their selected teaching pedagogies and resources best catered for the needs of students.

#### **For Teaching:**

At Punchbowl Public School, our **Effective Classroom Practice** was **Sustaining and Growing**. The school delivered a culture that promoted learning driven by the analysis of student and staff learning needs. The school leadership team demonstrated instructional leadership, promoted and modelled effective, evidence-based practices. Instructional leaders provided professional learning, led demonstration lessons and provided timely and explicit feedback to teachers to improve teaching practices in Literacy (L3) and Numeracy (TEN). Stage supervisors worked in classrooms to support teachers with their professional practices and led targeted professional learning sessions to strengthen the ability of teachers to analyse student performance data and evaluate current teaching practices based on evidence.

The **Data Skills and Use** element was **Sustaining and Growing**. The school's professional learning built teacher skills in the analysis, interpretation and use of student performance data. This information was then used to inform learning goals at the classroom and stage level and key decisions at the school leadership level. Systematic practices were developed to ensure that decisions were based on qualitative and quantitative evidence. Rigorous training through professional learning sessions, stage and grade meetings and access to Instructional Leaders also provided teachers with the tools to facilitate the process of data analysis for improvement.

Assessment instruments were used regularly to help monitor student learning progress and to identify skill gaps for improvement. Regular data review meetings (every 5 weeks) were held between the Instructional Leaders and executive staff. These were used to identify the focus for teachers and students for the next cycle of targeted professional support.

The school was **Sustaining and Growing** in the element of **Collaborative Practice**. The school funded one release day each term for stages and teams to work together to improve teaching and learning through targeted professional development sessions. *Quality Teachers Successful Students (QTSS)* and Beginning Teacher funding provided opportunities for teachers to receive mentoring to improve teaching practice. Processes in place across the school included additional release for executive staff to demonstrate lessons, complete observations of professional practice and provide feedback to teachers. Teachers also had the opportunity to work in peer classrooms and receive targeted professional learning through a supervisor or mentor as part of their additional release time.

Instructional Leaders shared their expertise through classroom demonstrations, observations and data analysis meetings (K–2). Weekly stage and team meetings also allowed for teachers to collaborate and ensured consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgements.

The school was ***Sustaining and Growing*** in the element of ***Learning and Development***. The school had Instructional Leaders to strategically focus on improving teaching methods in Literacy and Numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Explicit systems were in place to support the performance and development of teachers, with teachers actively engaged in the planning of their own professional learning, aligned to stage and school priorities. Professional learning for parents was also evident through workshops in literacy and numeracy, intended to provide parents with the knowledge and skills to support their children at home.

The School as Community Centre (SaCC) also facilitated weekly playgroups, information sessions and programs to inform and educate parents and to establish the school and community as active partners in learning.

The ***Professional Standards*** element was ***Sustaining and Growing***. The school's Performance and Development Framework (PDF) processes required all teachers to develop a Performance and Development Plan (PDP). These plans were aligned with the *Australian Professional Standards for Teachers* and identified specific professional goals and the professional learning required in order for teachers to achieve their goals. The professional standards were also aligned to all agendas for professional development days (whole staff and stage/team planning days). The school also had highly developed structures for supporting teachers through accreditation. Accreditation support plans were developed in line with the *Australian Professional Standards for Teachers*.

#### **For Leading:**

At Punchbowl Public School, the ***Leadership*** element was ***Sustaining and Growing***. Leadership development was central to school capacity building. Professional learning was embedded into weekly executive meetings and executive development days across the year. Disciplined and collaborative leadership practices were also a focus at executive level to strengthen the ability of stage supervisors to build leadership capacity within their teams. There was an expectation that the development and delivery of stage-based professional learning was a shared process across the team to ensure that all staff had the opportunity to share their knowledge and expertise with their colleagues. An 'Aspiring Leaders' program was also introduced in 2018. This provided an opportunity for aspiring leaders to join the school's executive team, support stage Assistant Principals and be directly involved with executive level responsibilities. Five teachers were involved in the initiative in 2018. One of these teachers has since become a substantive Assistant Principal at the school and two others have now gone on to be Relieving Assistant Principals at the school.

The ***School Planning, Implementation and Reporting*** element was ***Sustaining and Growing***. The staff actively engaged in rigorous discussions to analyse current school practices against the School Excellence Framework (SEF). The strategic directions of the School Plan aligned to local and system priorities and monitoring, evaluation and review processes were embedded and undertaken routinely. Clear processes were in place to ensure that staff engaged with the School Plan and developed stage-based milestones that aligned with the broader priorities of the school. The school endeavoured to collaborate with the community to gain feedback on school practices and to inform adjustments to the School Plan as required. Professional learning on the development of the School Plan, milestone and effective methods for evaluation were attended by the school's senior executive throughout the year. As a result, the new 2018–2020 School Plan was finalised and activated at the beginning of 2018.

The ***School Resources*** element was ***Sustaining and Growing***. The school invested heavily in Interactive Classroom Technology (ICT) to support the implementation of future focused teaching practices in the classroom. The SkoolBag application, school website and Facebook page were also regularly updated with important information and were one of the school's primary vehicles for engaging with the community. Physical learning spaces across the school continued to be enhanced and significant upgrades to the playground and outdoor learning spaces were also undertaken. Adjustments to resources, teaching pedagogy and furniture was also evident in many classrooms this year as the school adopted a 'future focused' approach to learning.

The ***Management Practices and Processes*** element was ***Sustaining and Growing***. The school leadership team clearly communicated all school-wide procedures and these were regularly reviewed and updated, responsive to staff and community feedback. All priorities and practices were aligned with legislative requirements and obligations. The professional effectiveness of teachers was supported through access to specialist and support staff, including LaSTs, Instructional Leaders, Reading Recovery trained teachers supporting in classrooms and the school counsellors. These staff, as well as the Learning Support Team and Positive Behaviour for Learning (PBL) Team, supported staff to develop skills for the successful operation of administrative systems.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

## 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.

### Overall summary of progress

Methods for identifying and referring students with identified needs through the Learning and Support Team continued to be strengthened in 2018. The employment of an additional Assistant Principal (Student Learning and Wellbeing) has proven a great benefit, strengthening systems for engaging with parents and external agencies. Teachers highly regard the addition to staff and report a greater level of confidence in analysing data and an increased ability to implement tiered interventions in Literacy and Numeracy through ongoing professional learning from the school's Instructional Leaders. Systems have been refined and improved which support the reliable, timely and consistent analysis and use of data to improve learning outcomes for students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of programs and initiatives across the school that strengthen resilience and build students physically, socially and emotionally.	<p><b>\$26,000</b> Panania Free Rangers</p> <p><b>\$28,000</b> Learning Links</p>	<p>Panania Free Rangers were employed to provide an alternate means of engaging students.</p> <p>Learning Links was employed two days a week to provide additional counselling services to children.</p>
Increase in the number of students who identify a social, institutional and intellectual engagement with the school.	<p><b>\$136,000</b></p> <p>Employed an additional <i>Assistant Principal – Student Learning and Wellbeing</i></p>	<p>Attendance discussed at weekly stage meetings and higher level attendance concerns discussed at LST meetings.</p> <p>5 weekly whole school attendance data reviews.</p> <p>Community Liaison Officers (CLOs) communicating with families the importance of regular attendance.</p> <p>Close affiliation with the HSLO.</p>
Future focused learning environments, pedagogy and resources are evident in 100% of classrooms.	<p><b>\$70,000</b> spent to release stages to run collaborative professional learning and planning sessions across the year.</p> <p><b>QTSS</b></p> <p>Allocation used to allow coaching/mentoring to operate across the school.</p>	<p>Consistency in programs, pedagogy and strategies for assessing student performance/progress and the impact of teaching strategies.</p>

## Next Steps

- Personalised Learning and Support Plans in place for students requiring significant adjustments to their learning.
- Sustainability and continued priority given to evidence – based teaching strategies, continued mentoring from Instructional Leaders and collegial planning and evaluation opportunities across P– 6.
- Continued capacity building from the school's leadership team to build a collective understanding among the diverse staff and wider community for the purpose of using our school's data to inform future school improvements.
- Effective assessment practices to be consistently embedded P–6 to drive quality teaching practices using evidence of student learning.
- Strategically utilise resource allocation to develop capacity in quality teaching through current research and Early Action for Success initiative.
- An Instructional Leader for Years 3–6 building on current K–2 coaching model to develop capacity of Stage 2 and 3 leaders and teams.

## 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.

### Overall summary of progress

The school employs two Instructional Leaders, one at FTE1.0 and one at FTE0.6, both of whom have specific areas of curriculum specialty in literacy and numeracy. The Instructional Leaders work collaboratively with teachers and assistant principals with a focus on driving student outcome attainment. Both Instructional Leaders use the Punchbowl Public School 2018–2020 School Plan and the 2018 Preschool Quality Improvement Plan as guiding documents.

At Punchbowl Public School, the Instructional Leaders apply and implement strategies and practices using the co-plan, co-teach and co-reflect model to build teacher capacity and embed quality teaching and learning practices. In addition, they implement EAfS phase 2 targeted professional learning which is informed by research evidence and the identified needs of students. Instructional Leaders build on teachers' existing pedagogical content knowledge and teacher capacity to lead and improve classroom practice. At the conclusion of 2018, students achieved end of year expected outcomes in Kindergarten in numeracy and 76% of students achieved expected outcomes or beyond in reading. Consistent student learning growth in reading with 72.5% of students achieving expected outcomes or beyond and in numeracy was evidenced in Stage 1. The 2018 NAPLAN trend data in both literacy (reading and writing) for students in year 3 and numeracy demonstrate growth in achievement for students who have been involved in EAfS for a minimum of two years.

Development of structures around QTSS has continued across all settings in the school. This measure has supported the establishment of co-plan, co-teach, co-reflect protocols, enhanced by Instructional Leaders K–2. Assistant Principals successfully mentored early career and experienced teachers targeting goals within their PDP.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of students achieving at or beyond expected outcomes in Literacy and Numeracy through differentiated pedagogy and curriculum.	<p><b>\$254,836 (EAfS)</b></p> <p>Employed 1 full time Numeracy Instructional Leader and 1 part-time (3 days) Literacy Instructional Leader.</p> <p>Additional \$64,000 spend from school funds for the additional 2 days per week Literacy Instructional Leader.</p>	All K–2 teachers and support staff trained in Targeted Early Numeracy (TEN) and Literacy, Language Learning (L3).
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.	<p><b>\$112 234 QTSS</b></p> <p>allocation used to allow coaching/mentoring to operate across the school.</p>	<p>Consistency in programs, pedagogy and strategies for assessing student performance/progress and the impact of teaching strategies.</p> <p>Assistant Principals provided mentor and coaching to teachers in their classrooms and demonstrates effective teaching strategies, monitored student performance data across the school and ensure teachers are focused on areas of need.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practices for planning, teaching and evaluating are highly collaborative, evidence informed and consistent across the school.	<p><b>\$20,000</b> spent to release executive staff and aspiring leaders to participate in executive professional learning and planning and to review school programs and initiatives.</p> <p><b>\$70,000</b> spent to release stages to run collaborative professional learning and planning sessions across the year.</p>	Planning at the executive level was influenced by all members of the executive staff. Clear plans developed for the implementation of whole school programs that showed a clear connection across the stages.

## Next Steps

In 2019 the school is committed to training Early Stage 1 and Stage 1 teachers in Language, Learning and Literacy (L3) and this is led by an external Literacy and Numeracy Leader, appointed by the department. In addition, the school will participate in the 'Working with the Big Ideas in Number' project led by Professor Dianne Siemon and the EAfS team. This will provide an opportunity for the school to focus on the achievement of Strategic Direction 2 of the School Plan and Quality Area 1 of the Preschool Quality Improvement Plan. At the core of the school's improvement journey is the commitment to quality teaching and learning and developing an engaging curriculum.

In 2019, the impact of the Instructional Leaders beyond the Kindergarten to Year 2 space is being explored and the capacity of Assistant Principals supervising Stage 2 and 3 will be built in the area of numeracy. In addition, the Deputy Principal and Principal are taking an Instructional Leader role in the preschool and early intervention classes in the area of pre-mathematical knowledge and development. These two targets are being supported by combining the EAfS staffing allocation with Quality Teaching Successful Students flexible funding.

In 2019 the school will continue to focus on evidence-based best practice and focus on improving the quality of classroom teaching. QTSS funds will be used to initiate co-planning cycle within 3-6 to direct focus towards identified need of teachers 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.

### Overall summary of progress

The school has maintained and strengthened partnerships within and beyond the school community. The school continues to engage in transition to high school programs with local feeder schools and beyond. This allows students from Stage 2 and 3 to experience high school. The school also encourages reciprocal visits to the primary setting to facilitate mentor and leadership programs. The SaCC continues to provide targeted programs for students and their families, including the homework program, return to work training and playgroups. The school's connection to Panania Free Rangers has contributed greatly to the wellbeing of targeted students as well as improving the environment of our school. This was expanded to include an environmental focus on recycling and repurposing.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase opportunities for parents to be active partners in the operations of the school.	<b>\$40,000</b> spent to employ 2 Community Liaison Officers (CLOs).	Strengthened school and community partnerships.  Increased attendance/participation from parents at workshops and information sessions.  Increased cultural competency amongst staff – training/support/information provided by the CLOs.
Establish strong partnerships with local primary schools, high schools and external agencies.	<b>\$108,000</b> spent to employ Schools As Community Centre Facilitator.	The school offered a wide range of highly successful programs focussing on children 0–8 through the School as Community Centre.  Partnership with Panania Free Rangers and Belmore Boys HS to address environmental education and increase student engagement in learning.  Partnerships with SJBHS, PBHS, WPGHS to improve transition to HS eg. woodwork, cooking and ICT lessons.  Snaps4Change.
Strengthen the school's profile and reputation within the community.	\$6,000 SkoolBag app	Increased visibility on Social Media including Facebook and YouTube.  The Skoolbag app was used as primary method of communication with parents.  A P&C was formed who actively initiated events and fundraisers. There was a significant increase in the number of parents attending special celebration days and presentation assemblies in 2018.

## Next Steps

- Work towards all parent communication occurring through SkoolBag.
- School promotional material to be updated, including an agreed style guide, to reflect the offerings of the school to members of the community.
- Recognise the important role played by families in their child's learning by utilising family expertise and experiences to support student learning.
- Build on existing partnerships with local schools and community organisations to support academic outcomes for students.
- Investigate increased options to facilitate accredited courses for parents to be up skilled and be work ready.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$361 415	3.0 EaLD Teachers.
<b>Low level adjustment for disability</b>	\$347 209	This funding was utilised to employ FTE2.2 Learning and Support Teachers (LaSTs), FTE2.0 School Learning and Support Officers (SLSOs) and a registered psychologist 2 days per week to support the school's counsellors and provide additional support for identified students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$112 234	Employment of FTE1.0 teacher to release executive teachers to work directly with all teachers in the classroom.
<b>Socio-economic background</b>	\$550 474	Staffing FTE1.2 teachers to facilitate smaller classes sizes.  FTE1.0 Assistant Principal Learning and Wellbeing.  Employment of a Speech Pathologist 2 days per week.
<b>Targeted student support for refugees and new arrivals</b>	\$10 510	SLSO in class support.
<b>Flexible Wellbeing</b>	\$39 083	Panania Free Rangers is employed to run an environmental group that targets disengaged students.
<b>Integration Funding</b>	\$39 331	SLSOs are used to support students in classrooms.
<b>Early Action for Success (EAFS)</b>	\$261 207	Staffing FTE2.0 Instructional Leaders to lead professional development of K – 2 teachers in the areas of literacy and numeracy.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	294	304	318	321
Girls	284	274	274	261

In 2018, student enrolment remained steady and grew slightly over the period of the year. It is anticipated that in the next 2–3 years enrolments will steadily increase in line with housing development in the area.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.1	94.5	92.5	95
1	92	93.1	93.1	93.5
2	91.3	92.1	92.1	94.7
3	92.6	93	90.6	96.6
4	93.2	94.4	91.6	93.3
5	93.2	93.2	93	94.7
6	93.2	91.7	92.4	94.8
All Years	92.5	93.2	92.2	94.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

In 2018, the Learning Support Team targeted student attendance and worked with the community and in collaboration with the Home School Liaison Officer. There has been a marked increase in the student attendance profile in 2018 and for the first time Punchbowl Public School is above the Department of Education state average (all years).

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.66
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	9.26
Other Positions	2.6

\*Full Time Equivalent

The Australian Education regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Punchbowl Public School has one Aboriginal teacher.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	45

### Professional learning and teacher accreditation

Significant professional learning was undertaken by the staff of Punchbowl Public School in 2018. The main focus was based on the overwhelming research that states that supporting and improving teacher quality is the greatest determiner in improved student outcome attainment. All staff participated in a variety of opportunities both within and outside of the school.

In 2018, 2 teachers gained accreditation at proficient, 2 were in maintenance.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	469,422
<b>Revenue</b>	7,777,791
Appropriation	7,571,425
Sale of Goods and Services	32,694
Grants and Contributions	165,977
Gain and Loss	0
Other Revenue	1,900
Investment Income	5,797
<b>Expenses</b>	-7,701,866
Recurrent Expenses	-7,701,866
Employee Related	-6,927,663
Operating Expenses	-774,202
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	75,926
<b>Balance Carried Forward</b>	545,348

This summary covers funds for operating costs and does not involve expenditure areas such as building and major maintenance.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
<b>Base Total</b>	3,955,101
Base Per Capita	120,310
Base Location	0
Other Base	3,834,790
<b>Equity Total</b>	1,373,640
Equity Aboriginal	1,300
Equity Socio economic	604,229
Equity Language	426,629
Equity Disability	341,482
<b>Targeted Total</b>	700,453
<b>Other Total</b>	1,333,451
<b>Grand Total</b>	7,362,645

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Average reading scores for year 3 students have improved with less students in Bands 1 and 2.. Reading

scores for students in year 5 have remained consistent.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading.

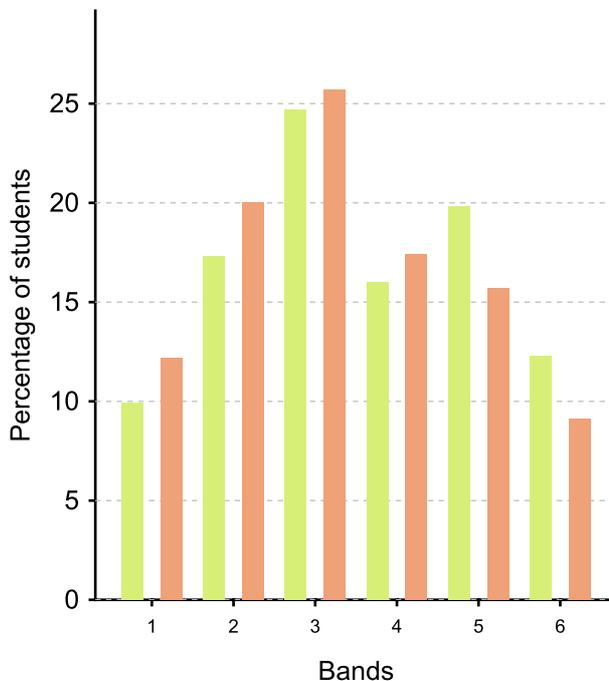
The percentage of Year 3 students in the top two bands has improved for reading.

The percentage of Year 5 students in the top two bands has decreased for reading.

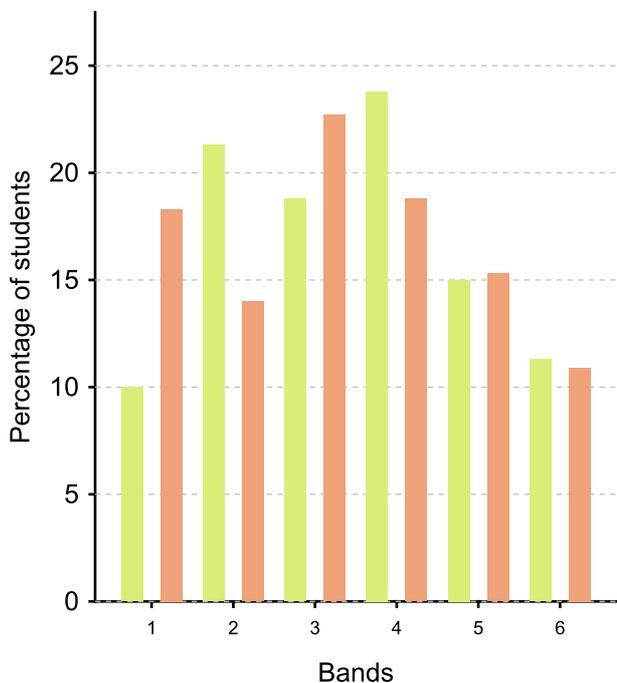
In 2018, and in accordance with the **State priorities: Better services – Improving Aboriginal education outcomes**, schools are required to report Aboriginal student performance for the top two NAPLAN bands in reading.

There were no Year 3 or 5 Aboriginal students who sat for NAPLAN in 2018.

**Percentage in bands:**  
Year 3 Reading



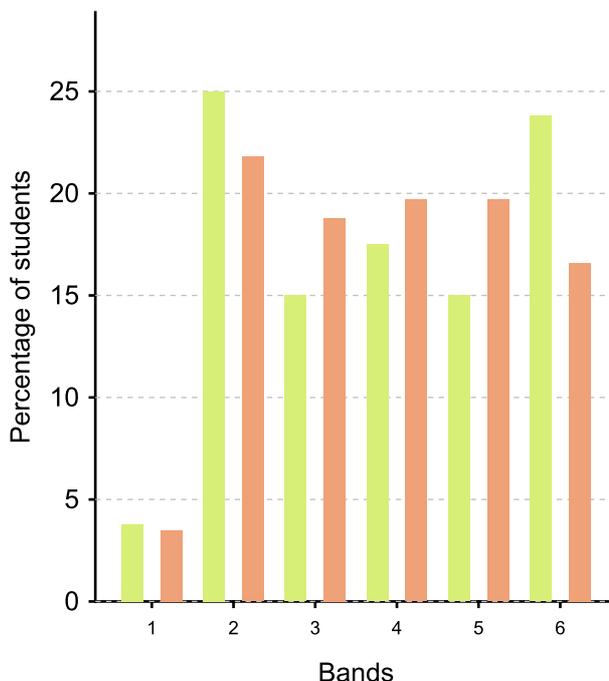
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands						
School Average 2016-2018						

Band	1	2	3	4	5	6
Percentage of students	9.9	17.3	24.7	16.0	19.8	12.3
School avg 2016-2018	12.2	20	25.7	17.4	15.7	9.1

**Percentage in bands:**  
Year 3 Spelling



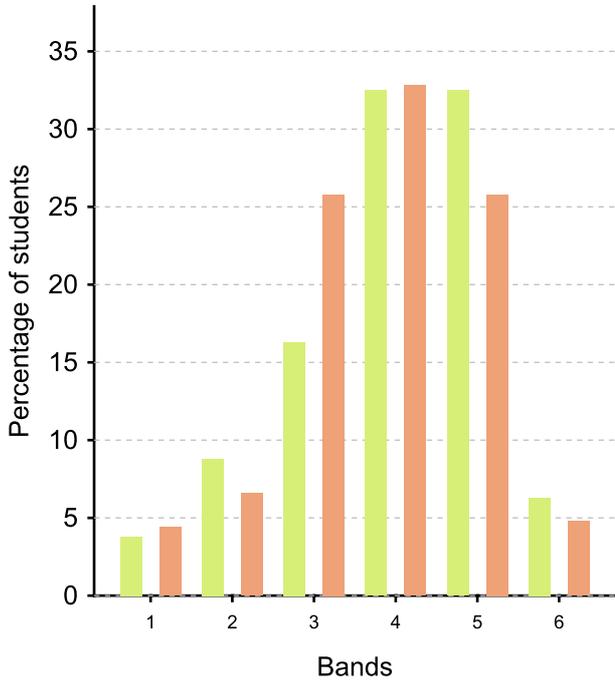
Percentage in Bands						
School Average 2016-2018						

Percentage in Bands						
School Average 2016-2018						

Band	1	2	3	4	5	6
Percentage of students	10.0	21.3	18.8	23.8	15.0	11.3
School avg 2016-2018	18.3	14	22.7	18.8	15.3	10.9

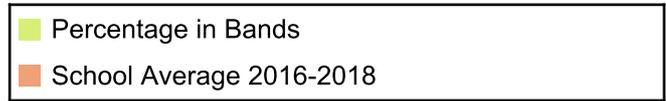
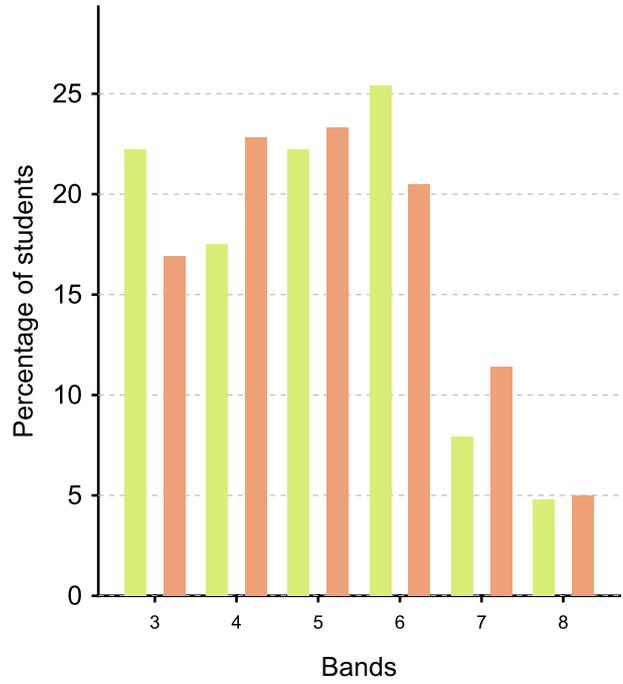
Band	1	2	3	4	5	6
Percentage of students	3.8	25.0	15.0	17.5	15.0	23.8
School avg 2016-2018	3.5	21.8	18.8	19.7	19.7	16.6

**Percentage in bands:**  
Year 3 Writing



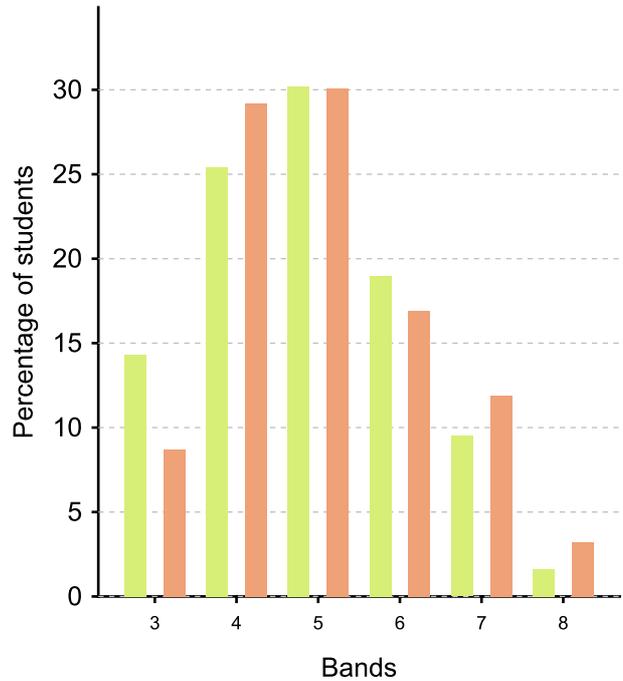
Band	1	2	3	4	5	6
Percentage of students	3.8	8.8	16.3	32.5	32.5	6.3
School avg 2016-2018	4.4	6.6	25.8	32.8	25.8	4.8

**Percentage in bands:**  
Year 5 Grammar & Punctuation



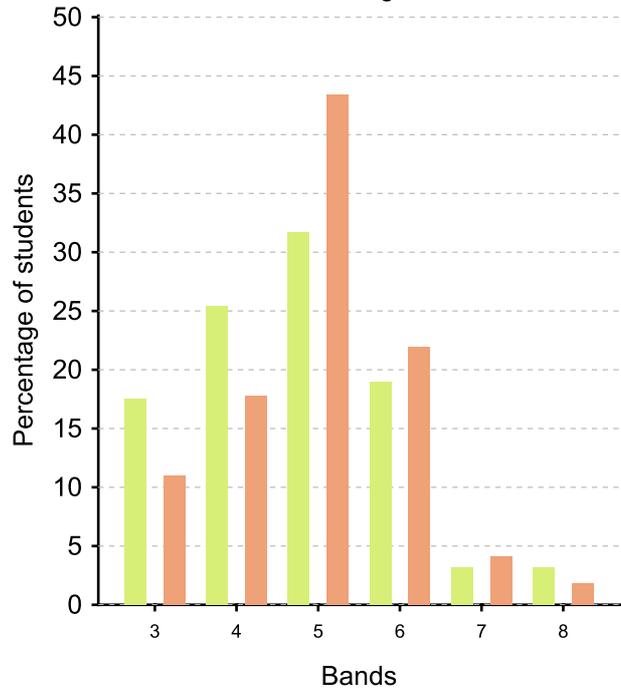
Band	3	4	5	6	7	8
Percentage of students	22.2	17.5	22.2	25.4	7.9	4.8
School avg 2016-2018	16.9	22.8	23.3	20.5	11.4	5

**Percentage in bands:**  
Year 5 Reading

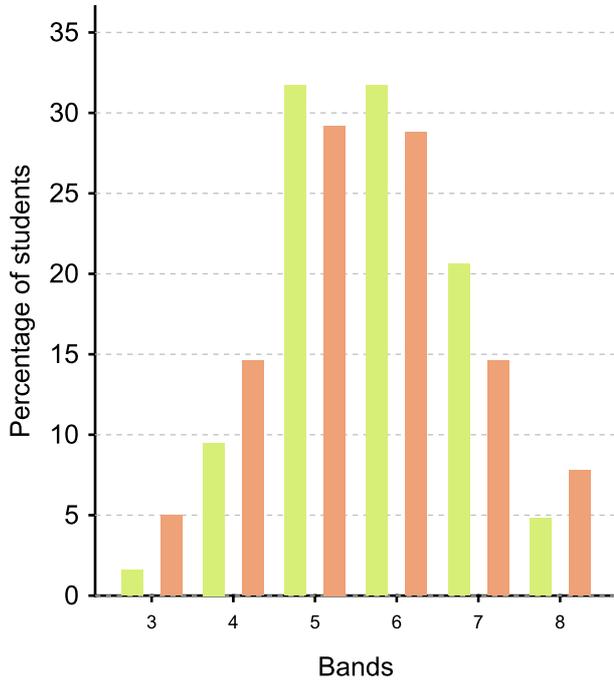


Band	3	4	5	6	7	8
Percentage of students	14.3	25.4	30.2	19.0	9.5	1.6
School avg 2016-2018	8.7	29.2	30.1	16.9	11.9	3.2

Percentage in bands:  
Year 5 Writing



Percentage in bands:  
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	17.5	25.4	31.7	19.0	3.2	3.2
School avg 2016-2018	11	17.8	43.4	21.9	4.1	1.8

Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.6	9.5	31.7	31.7	20.6	4.8
School avg 2016-2018	5	14.6	29.2	28.8	14.6	7.8

Average numeracy scores for year 3 students have improved with less students in Bands 1 and 2 and more in the top 2 bands.. Numeracy scores for students in year 5 have remained consistent with more students moving from Band 1 to 2 than previously recorded..

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in numeracy.

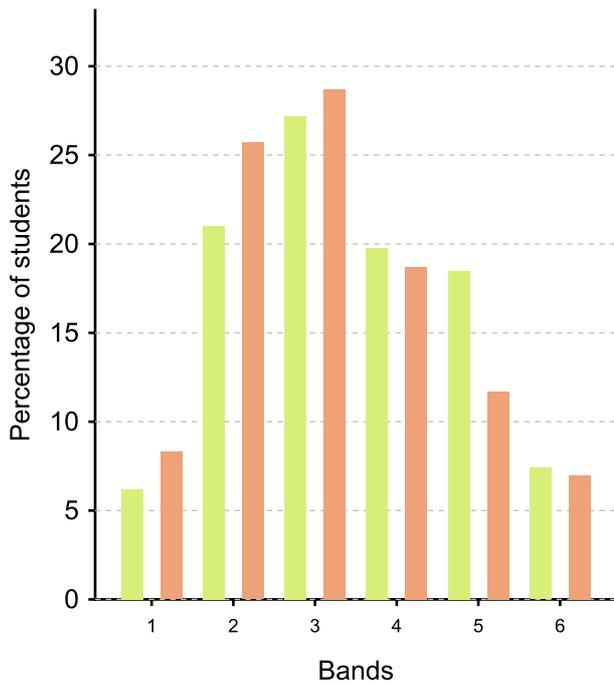
The percentage of Year 3 students in the top two bands has improved for numeracy.

The percentage of Year 5 students in the top two bands has remained steady for numeracy.

In 2018, and in accordance with the **State priorities: Better services – Improving Aboriginal education outcomes**, schools are required to report Aboriginal student performance for the top two NAPLAN bands in numeracy.

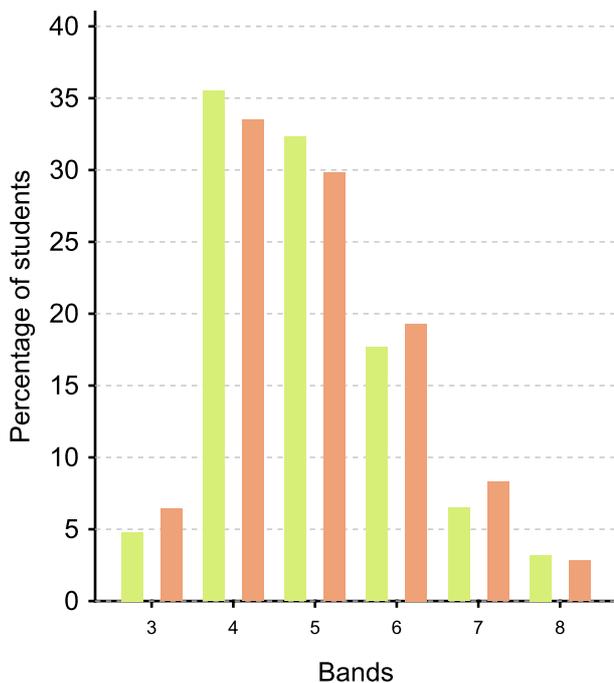
There were no Year 3 or 5 Aboriginal students who sat for NAPLAN in 2018.

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	6.2	21.0	27.2	19.8	18.5	7.4
School avg 2016-2018	8.3	25.7	28.7	18.7	11.7	7

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.8	35.5	32.3	17.7	6.5	3.2
School avg 2016-2018	6.4	33.5	29.8	19.3	8.3	2.8

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The NAPLAN results show improvements in average reading and writing scores for year 3 students over the last four years. Year 5 students have shown average growth in spelling.

Average numeracy and literacy scores for year 3 students have shown average growth and growth for Year 5 students has remained consistent.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- The majority of parents feel welcome when they visit the school and believe that if there were any problems with their child's behaviour, the teachers would inform them immediately.

- Both parents and children indicated strongly that they believe that teachers encourage children to do their best and achieve.

- Parents felt confident that if there were issues with bullying then they are dealt with in a timely manner.

- Both students and parents feel that teachers are responsive to student needs and encourage independence and a democratic approach.

- Parents feel that school staff emphasise academic skills and hold high expectations for all students to succeed.

## Policy requirements

### Aboriginal education

Aboriginal education is intertwined with teaching philosophies and programs at Punchbowl Public School. Effective implementation of the Aboriginal

Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas.

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

- 100% of Aboriginal students have Personalised Learning Pathways developed and are prioritised to receive additional support if they require it
- Aboriginal perspectives are incorporated into the curriculum.
- Student attendance is supported through school, the Learning Support team and Home School Liaison Officer support structures
- Increase in staff understanding of Aboriginal culture and history
- NAIDOC was celebrated through the exploration of dance, culture, art and the integration of Acknowledgement of Country at all significant events.

### **Multicultural and anti-racism education**

Punchbowl Public School continues to promote multicultural education through a range of initiatives.

- Teachers recognise and respond to the diverse cultural needs of the school community
- Classroom teachers, librarian and EALD teacher work cooperatively to develop strategies that best cater for student's individual needs
- We actively encourage parents and family members of all races and cultures to visit the school and share their rich stories and experiences
- Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted
- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds
- One staff member is currently trained as Anti-Racism Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment
- Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.