



2021 Annual Report

Punchbowl Public School



PUNCHBOWL

Public School

Learning together.

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

At Punchbowl Public School we are an inclusive, diverse and collaborative community who value the wellbeing of each individual. We uphold a commitment to developing life-long learners through high expectations and ongoing reflective practices which drive student growth. Teachers, parents and students work together to strive for excellence to ensure every student is known, valued and cared for.

School context

Punchbowl Public School serves a highly diverse and multicultural community, with 98.2% of students having a language background other than English and 34 students coming from refugee backgrounds. Over 30 different language backgrounds are represented in the school community.

Punchbowl Public School has a K-6 enrolment of approximately 565 students, including 14 students who attend one of our two K-6 Autism Support classes. The school also has 108 Preschool students, including 28 students who attend an Early Intervention Program. Eleven of our students identify as Aboriginal or Torres Strait Islander.

Punchbowl Public School has a strong team of professional and dedicated teaching and non-teaching staff who are at various stages of their careers. Student learning is supported by a range of specialist support staff. These include English as an Additional Language or Dialect (EAL/D) teachers, Learning and Support Teachers (LaSTs) and Arabic Community Language teachers. The school also employs a Community Liaison Officer (CLO) to support school and community partnerships.

The school has a strong commitment to a school-wide Instructional Leadership model, including Instructional Leaders funded through the Early Action for Success (EAfS) initiative. Student wellbeing programs are supported by our Deputy Principal, Student and Community Engagement (DPSCE), School Learning and Support Officers (SLSOs) and allied health professionals offering speech pathology and psychology services.

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.

The school maintains strong partnerships with parents and the community. Our School as Community Centre (SaCC) initiative, in partnership with other local service providers, facilitates community engagement through programs supporting families with young children, including many targeted parent programs, including supported playgroups, early literacy activities, transition to school strategies, parenting programs, adult learning and health and nutrition initiatives. An active Parents and Citizens (P&C) Association provides all parents with avenues to play an active role in the education of their children.

The school conducted a situational analysis that identified three areas of focus for our Strategic Improvement Plan 2021-2024. These three areas build on achievements from the previous school planning cycle.

1. Student Growth and Attainment

A range of initiatives will be implemented and consolidated to pursue system-negotiated targets for numeracy and reading. In particular, measures will seek to retain students in the top two bands from Year 3 into Year 5. Internal data analysis identified vocabulary, measurement and geometry as areas of focus. Initiatives to improve student performance in numeracy and reading will utilise evidenced-based strategies found in What Works Best, including explicit teaching and the provision of dynamic research-based learning programs underpinned by a consistent, school wide approach to curriculum provision.

2. Stronger Teaching and Learning

Our situational analysis identified that school practices for collecting and analysing student achievement data required a more systematic approach. Establishing and embedding systems that support data-driven learning, underpinned by quality teaching practices and a culture of high expectations, will ensure consistent reflection on student progress across the Teaching and Learning Cycle and support teachers to reflect on teaching effectiveness. Analytical approaches from What Works Best will guide professional learning for staff on using data to inform practice.

3. Strong and Connected Community

Wellbeing and attendance metrics were analysed and system-negotiated targets set. Our school currently tracks highly against Tell Them From Me measures for student advocacy, expectations for success, positive relations, interest and motivation. The school will continue to enhance student wellbeing and community engagement by building a cohesive

educational community and fostering positive relationships. Tailored support and reviews of attendance procedures will seek to ensure attendance targets are achieved.

In developing our Strategic Improvement Plan, consultation took place throughout the process with staff, students and the wider community including the school's P & C and SaCC Manager.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Improve student outcomes in reading and numeracy underpinned by evidence-informed strategies and embedded evaluative practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching Reading
- Explicit Teaching Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$360,776.41

Professional learning: \$3,057.27

Socio-economic background: \$23,066.29

Literacy and numeracy intervention: \$27,894.42

QTSS release: \$123,329.80

English language proficiency: \$392,257.31

Early Action for Success (EAFS): \$274,438.00

Aboriginal background: \$4,626.71

Beginning teacher support: \$8,500.00

New Arrivals Program: \$7,215.00

Integration funding support: \$234,669.00

Literacy and numeracy: \$1,024.48

Summary of progress

Key to the work in Strategic Direction 1 was access to targeted professional learning as part of the Literacy and Numeracy Priorities. Specifically, staff engaged with high-impact professional learning and evidence-based resources through the NSW Mathematics Strategy 2025, Working with the Big Ideas and Starting Strong. Early Action for Success Instructional leaders were central to the engagement with the professional learning which was delivered online. This supported the capacity of teachers to implement effective numeracy teaching practices in the context of NSW syllabuses and Learning progressions.

The Interview for Student Reasoning is in the first stage of implementation. Instructional leaders offered additional expertise and guidance to build the capabilities of teachers. Staff collaborated within stage teams to develop lessons followed by observations and feedback discussions. The focus being on noticing strategies being used by students and the where to next. In preschool numeracy became more visible in the environment using play provocations to invite children to explore numeracy.

InitialLit continues to be systematically taught across K-2, with an emphasis on enrichment of reading through literature. Students improved their phonological understanding and reading fluency. With the return to face-to-face teaching, InitialLit timelines were adjusted after student assessments. Literacy and numeracy targeted interventions were consistently resourced and supported. Differentiated professional learning was implemented for centred on the Literacy and Numeracy guides and the Learning Resource Hub. Additional staff were trained in MultiLit. This ensured a change in teacher practice and a growth in their confidence to adjust teaching in response to student performance and observations.

Evidence in stage programs confirms impact through lesson reflections, use of Literacy and Numeracy Resource hub, language of progressions and trajectory of learning. Professional learning was delivered on the use of PLAN2 to monitor the teaching and learning cycle. As a result, teachers use PLAN2 systematically to assess and guide the teaching and learning cycle. PLAN 2 is used more consistently across the school. MAP Growth data is now incorporated into the overall assessment process 3-6.

Explicit teaching through collaborative planning, links to syllabus outcomes, consistent assessment and data practices and program non-negotiables will continue to be a focus in Strategic Direction 1: Student growth and attainment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the percentage of students achieving in the top two bands in Reading - uplift of 3.1% from baseline</p> <p>Increase the percentage of students achieving within the <i>High Average</i> or <i>High</i> range in Reading by 2% from baseline as measured by the <i>MAP Growth</i> assessment</p>	<ul style="list-style-type: none"> • 18.71% of students are now in the top two skill bands (NAPLAN) for reading which is 1.65% below the baseline. • This is an increase of 4.79 % from 2019, indicating growth towards the lower bound target. • 25% of students 3-6 achieved within the High Average - High range in Reading. This will be the baseline measure for growth moving forward.
<p>Increase the percentage of students achieving in the top two bands in Numeracy - uplift of 3.3% from baseline</p> <p>Increase the percentage of students achieving within the <i>High Average</i> or <i>High</i> range in Mathematics by 2% from baseline as measured by the <i>MAP Growth</i> assessment</p>	<ul style="list-style-type: none"> • 11.26% of students are now in the top two skill bands (NAPLAN) for numeracy which is 4.97 % below the baseline. • This is a decrease of 0.06% from 2019, indicating progress yet to be seen towards the lower bound target. • 37% of students 3-6 achieved within the High Average - High range in Mathematics. This will be the baseline measure for growth moving forward.
<p>Increase the percentage of students achieving expected growth in Numeracy from Year 3 to Year 5 - uplift of 1.0% from baseline</p>	<ul style="list-style-type: none"> • 66.67% of students achieved expected growth in numeracy which is an increase of 25.67% from 2019. • The lower bound target was achieved by 1.97%, an increase of 6.22% from baseline.
<p>Increase the percentage of students achieving expected growth in Reading from Year 3 to Year 5 - uplift of 1.2% from baseline</p>	<ul style="list-style-type: none"> • 48.33% of students achieved expected growth in reading which is an increase of 7.26 % from 2019, indicating progress yet to be seen towards the lower bound target.
<p>Increase the percentage of students achieving expected growth in Numeracy and Literacy to 60% of the cohort as measured in PLAN2</p>	<ul style="list-style-type: none"> • Progress for this measure is yet to be seen.
<p>Increase the percentage of students achieving expected growth in Mathematics and Reading to 60% of the cohort as measured by the <i>MAP Growth</i> assessment</p>	<p>Expected Growth was measured from Term 1 to Term 3 with 31.25% of students 3-6 achieving within the High Average - High range in mathematics and reading. This will be the baseline measure for growth moving forward.</p>

Strategic Direction 2: Stronger Teaching and Learning

Purpose

Data-driven learning underpinned by quality teaching practices and a culture of high expectations.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching
- Enriched Learning

Resources allocated to this strategic direction

Socio-economic background: \$312,172.32

Per capita: \$148,338.99

Literacy and numeracy intervention: \$66,284.70

Literacy and numeracy: \$14,933.00

Professional learning: \$22,875.00

Summary of progress

The Quality Teaching initiative improved the use of data to inform practice through professional learning in assessment, feedback collection and evaluation, and through whole school structures. Activity towards this strategic direction included the co-construction of scope and Sequences K-6 utilising a consistent structure and programming guidelines P-6 which includes checklists and protocols

At the core of Quality Teaching was the scheduling of Progress meetings, twice a term with the inclusion of support staff for data discussions, reflections on impact, instructional support and targeted teaching.

These activities contributed to an improved consistent, collaborative approach to tracking student progress in literacy and numeracy. Strategic resource allocation supported deeper analysis of student performance data and the implications for teaching and learning. There is an emerging reflective cycle across the school in terms of data analysis and planning, and how that is reflected in classroom teaching programs. Teachers will be supported to monitor students' literacy and numeracy progress and evaluate the impact of targeted teaching.

The Enriched Learning initiative improved student participation, motivation and engagement within curriculum and co-curricula learning opportunities. Activity towards this strategic direction included initial implementation of play-based learning practices in Early Stage 1, a Critical and Creative thinking project with an emphasis on historical inquiry in partnership with UWS. Also, the implementation of the High Potential and Gifted education policy involved the identification of students and the implementation of specific programs eg chess, public speaking, debating, Maths Olympiad, Writing extension project.

Equity funds were used to create Deputy Principal Instructional leaders in strategic points across the school, including preschool. Their role was to lead and collaborate with middle leadership in establishment of consistent procedures around collection of student performance data and analysis of gaps and trends to target teaching and learning. Strategic resourcing supported high impact professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Use of Data to Inform Practice Teacher Tell Them From Me Survey: Teachers who perceive that data informs their practice - uplift of 0.2 from baseline (10 point scale)	<ul style="list-style-type: none">• Teachers who perceive that data informs their practice - uplift of 0.7 from baseline (2020)• This data exceeded the target

<p>Challenging and Visible Goals</p> <p>Teacher Tell Them From Me Survey: Teachers who perceive that challenging and visible goals are part of their teaching and learning cycle - uplift of 0.2 from baseline (10 point scale)</p>	<ul style="list-style-type: none"> • Teachers who perceive that challenging and visible goals are part of their teaching and learning cycle - uplift of 0.7 from baseline (2020) • This data exceeded the target
<p>Student Interest and Motivation</p> <p>Student Tell Them From Me Survey: Students are interested and motivated in their learning - uplift of 2% from baseline</p>	<ul style="list-style-type: none"> • Students are interested and motivated in their learning - uplift of 6% from baseline (2020) • This data exceeded the target

Strategic Direction 3: Strong and Connected Community

Purpose

Enhance student wellbeing and community engagement by building a cohesive educational community and fostering positive relationships.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Community

Resources allocated to this strategic direction

Socio-economic background: \$312,788.00

Professional learning: \$840.00

Low level adjustment for disability: \$1,120.00

Refugee Student Support: \$7,372.04

New Arrivals Program: \$7,215.00

English language proficiency: \$7,804.89

Aboriginal background: \$2,000.00

Summary of progress

The impact of activity within the Wellbeing initiative can be noted in the achievement of progress measures for 2021. An Attendance team was established. This is led by the Deputy Principal Student and Community Engagement, a school-funded position. This team meets fortnightly to analyse attendance data, tracking trends and areas for improvement. An SMS notification for absences was trialled in Stage 2. This will be extended school-wide, including preschool, in 2022. The Community Liaison Officer supported attendance through community connections across the school, three mornings a week. The team reviewed the school attendance procedures using system guidelines, developed a rationale for acknowledging excellent as well as improved attendance. A school-wide incentive strategy will be initiated in 2022. In Term 4 Attendance at for >90% of the time is at 69.5% (SSG 63.1%, DoE 62.6%) Our School as a Community Centre initiatives included adult education, supported playgroups, initiatives to support transition to school and tailored family support. Inclusion practices improved across the school through targeted professional learning on the Department of Education, Disability and Inclusion Strategy. Integration of Support Class Students Procedure developed and implemented. Support Classes undertake curriculum programming and planning collaboratively with mainstream stage teams. Speech pathology was implemented P-6 through small group, whole class and individual programs. High Potential and Gifted oral language program was implemented in the preschool. Student leadership procedures were created to include all leadership opportunities for students through consultation with the P and C. PAX Good Behaviour Game professional learning and implementation occurred in Kindergarten, Year 1 and Year 2 to build self-regulation in children within the classroom.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Increased percentage of students attending 90% or more of the time by 1.1% from baseline	<ul style="list-style-type: none">• 66.54% of students attend 90% or more of the time indicating an increase of 0.1%• Data indicates minimal change from 2019.
Student Wellbeing Student Tell Them From Me Survey: Students feeling accepted and valued by their peers and by others at their school - uplift of 1.5% from baseline	<ul style="list-style-type: none">• 3% increase in students feeling accepted and valued by their peers and by others at the school. compared to baseline. (2020)• Progress measure for 2021 achieved

<p>Inclusion</p> <p>Parent Tell Them From Me Survey: Parents who perceive that our school is inclusive - uplift of 0.1 from baseline (10 point scale)</p>	<ul style="list-style-type: none"> • 0.2 increase in Parents who perceive that our school is inclusive. • Progress measure for 2021 achieved
<p>Inclusion</p> <p>Teacher Tell Them From Me Survey: Teachers who perceive that our school is inclusive - uplift of 0.1 from baseline (10 point scale)</p>	<ul style="list-style-type: none"> • 0.4 increase in Teachers who perceive that our school is inclusive • Progress measure for 2021 achieved
<p>School as Community Centre</p> <p>Increased attendance of equity groups at the School as Community Centre - uplift of 3% from baseline</p>	<p>Growth with this progress measure is yet to be seen. Attendance data for 2021 to form baseline moving forward.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$7,372.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • All refugee students have access to assistance with school-related costs, including uniforms and excursions. • All refugee students have access to STARTTS initiatives, including drumming and Learning Hub. • SLSO allocation supports classroom teachers within the Teaching and Learning Cycle. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - continued support of the wellbeing and learning outcomes for our refugee students, which has maintained and improved engagement with learning -families are able to support their children to fully participate in school activities. -specialised programs were initiated to provide tailored support. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued support for students and families to facilitate engagement with school through targeted support.
<p>New Arrivals Program</p> <p>\$14,430.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Punchbowl Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Reading • Community <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing an SLSO to support the transition back to school from Learning at Home • in-class specialist EaLD teaching support <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all students who were part of the New Arrivals Program received individualised support - positive engagement of students following the return to face-to-face learning after Learning at Home - regular attendance during Term 4 <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued monitoring of these students as they return in 2022. Specialist support will be provided through EAL/D programs.
<p>Integration funding support</p> <p>\$234,669.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Punchbowl Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Integration funding support</p> <p>\$234,669.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Teaching Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all IFS student receiving tailored support through SLSO resource allocation in the classroom and playground. - support is based upon the individual needs of students in consultation with parents. - continued support for students was provided throughout the Learning at Home period. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued review of personalised learning plans to best meet the needs of identified students. - regular consultation with families will ensure that there is a collaborative approach to meeting the unique social, emotional and learning needs of these students.
<p>Socio-economic background</p> <p>\$648,026.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Punchbowl Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching • Wellbeing • Community • Explicit Teaching Reading • Enriched Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff on the use of data to inform teaching • employment of additional staff to support high potential and gifted program implementation • employment of external providers to support students with additional learning needs • provision of educational materials, uniform, equipment and other items to students without economic support • employment of additional staff to support student and community engagement • establishment of whole-school structures to enable regular progress meetings with staff to analyse student performance data • professional development of staff through Play-based Learning to support student learning • establishment of a school-based Attendance Team • employment of additional staff to support instructional leadership P-6 <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - specialised staff providing a high level of tailored support for all aspects of student learning and engagement, thereby supporting high quality teaching and learning across the school - increased understanding of the use of data has informed teaching practice, including the collection and analysis of student performance data and the successful establishment of progress meetings - improvements have been recorded in reading based on school-based assessments. - successful implementation of explicit teaching of reading through InitialLit K-2 resulted in improvement in phonemic awareness and fluency.

<p>Socio-economic background</p> <p>\$648,026.61</p>	<ul style="list-style-type: none"> - targeted support for at-risk students was provided through external agencies and other educational supports - successful implementation of HPGE policy established enrichment programs, including debating, public speaking, writing extension, visual arts opportunities, chess, mathematics, community spirit and gardening programs - refurbishment of four Kindergarten classrooms resulted in increased flexibility in how students physically engage with the learning environment, underpinned by Play-based Learning principles. - staff members participated in professional learning around the Kathy Walker Method (Play-based Learning), which included an overview of the pedagogical approach and the creation of engaging play-based learning environments. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued employment of specialist staff to support the needs of students and their families, including school-based staff - continued support of student engagement through high-quality, evidence-based teaching and learning - continued implementation of play-based learning in Kindergarten
<p>Aboriginal background</p> <p>\$6,626.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Punchbowl Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Reading • Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establishment of an ATSI Team with scheduled meetings • school-wide review of Turning Policy into Action • creation of an ATSI procedure for the school, supported by Aunty Carol AEO • whole-school professional learning on Aboriginal Histories and Culture • Learning at Home: Yarning Circle with Aunty Carol Brown and Art project, delivered online during Learning at Home. • engagement practices reviewed and enhanced to support attendance of ATSI students in partnership with families • needs-based funding provided for educational provision • increased engagement with the Aboriginal Education and Wellbeing Officer to support the ATSI team to engage families and improve the inclusion of Aboriginal perspectives within the teaching and learning cycle. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - a partnership being established with Christine Franklin (Aboriginal Education and Wellbeing Officer, Teaching Quality and Impact Directorate, Glenfield Education Office) - personalised and Learning Pathway professional learning provided to the Leadership Team led to improved understanding of the PLP process and the importance of authentic conversations with families - Aboriginal Histories and Culture professional learning led to improved understanding of culture and the importance of this perspective in the teaching and learning cycle - significance of Country presentation for Aboriginal students, led by Aunty Carol Brown and our Aboriginal Education and Wellbeing Officer, had a positive impact on our students - during Learning at Home, ACLO support was provided to each family and tailored to their needs, which had a positive effect on wellbeing and engagement through that challenging time. - improvement in the overall Attendance rate and the number of ATSI

<p>Aboriginal background</p> <p>\$6,626.71</p>	<p>students attending more than 90% of the time over three year period.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • review of Personalised Learning Plans, in consultation with our Aboriginal Education and Wellbeing officer and ATSI families • increased opportunities for engagement with families on the learning goals of our ATSI students • planning and delivery of a Network event for ATSI students across the Chullora Network to support engagement with culture • improved involvement with the local AECG • continued focus on Aboriginal perspectives in programming within the teaching and learning cycle
<p>English language proficiency</p> <p>\$400,062.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Punchbowl Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Numeracy • Explicit Teaching Reading • Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom to support students through targeted interventions and adjustments. • additional staffing providing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • provision of professional learning to staff on EAL/D Progression levelling • provision of professional learning for EAL/D staff on the school-wide numeracy and literacy focus • tailored support provided during the Learning at Home period for all students P-6 • engagement with professional learning through the EAL/D Leadership project focussed on the use of mathematical picture books and other resources to improve subject-specific vocabulary, particularly concerning mathematical concepts. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - targeted Stage-based professional learning on the EAL/D learning progressions - improved collaboration between class teachers and specialist staff when planning and delivering lessons in key areas requiring EAL/D - differentiation and context clarification for EAL/D learners. - improved understanding and action around the need to use formative assessment strategies to differentiate learning, make adjustments and form next steps. <p>tailored support to students and families during the Learning at Home period, including wellbeing checks, support for specific learning needs, adjustments to learning programs, and translation to accommodate home language usage</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued professional learning targeted to build teacher capacity to cater for EAL/D learners - continued improvement in the collaboration between teaching staff and the EAL/D Team
<p>Low level adjustment for disability</p> <p>\$361,896.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Punchbowl Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$361,896.41</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Reading • Explicit Teaching Numeracy • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging Learning and Support Teachers (LaSTs) to work with individual students and in a case management role within the classroom and across the school, including with the development of Personalised Learning and Support Plans (PLaSPs) • evidence-based support for targeted students through MultiLit and Numeracy interventions to increase learning outcomes • Professional learning provided to staff in numeracy through the NSW Mathematics Strategy K-6 • support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs) • coordination of external agency supports by Learning and Support Teachers (LaSTs), including speech pathology and occupational therapy • direct support to students and families during Learning at Home period, including remote delivery of individualised programs • employment of Deputy Principal (0.6) to support quality teaching and learning in the preschool. • professional learning for staff in the use of Pictability as a tool for developing personalised learning plans in the Early Intervention unit <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved literacy and numeracy outcomes for students from support by learning and support teachers through targeted interventions - improved teacher capacity to deliver high quality numeracy interventions and targeted lessons based on the NSW Numeracy strategy and student performance data -improved use of performance data to drive the teaching and learning cycle through data discussions - Personalised Learning and Support Plans (PLaSPs) in place and reviewed in a consistent and timely manner - strong connections with between home and school during the Learning at Home period - close collaboration between Learning and Support Teachers (LaSTs), class teachers and parents <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continuation of the employment of Learning and Support Teachers (LaSTs) to support students, teachers and families - ongoing professional learning to target numeracy and literacy improvement in our students - continued improvements in the use of data to inform practice in every classroom
<p>Literacy and numeracy</p> <p>\$15,957.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Punchbowl Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Numeracy • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchase of literacy resources, including quality picture books for guided

<p>Literacy and numeracy</p> <p>\$15,957.48</p>	<p>and shared instruction</p> <ul style="list-style-type: none"> • teacher release to engage staff in professional learning for the NSW Mathematics Strategy K-6, 'Starting Strong' and 'Working with the Big Ideas' • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • teacher release to engage staff in regular, school-wide data discussions using timely student performance data <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - targeted resourcing of classrooms to support quality reading and numeracy teaching and learning cycles. - opportunities to build staff capacity in numeracy and literacy through the understanding and implementation of evidence-based strategies - employment of Deputy Principal Instructional Leaders to establish and maintain a consistent approach to the explicit and systematic - - teaching and assessment of reading and numeracy. - support for collaborative structures across the school, including data discussions, classroom observations, co-planning and co- ----- teaching opportunities, and the unpacking and use of Universal Resources Hub resources and guides. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued employment of specialist staff to support school-wide practices - implementation of home reading K-2 to support current models of explicit teaching in reading - ensure professional learning continues for beginning and early career teachers - ongoing resourcing of opportunities for collaboration between staff on the use of data to inform practice
<p>Early Action for Success (EAfS)</p> <p>\$274,438.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Punchbowl Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Reading • Explicit Teaching Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • analysis of student performance data with whole-school and stage teams • employment of an Instructional Leader to build the capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - collaborative planning using the Digital Resources Hub and the numeracy and literacy guides to plan for explicit teaching rich tasks (launch, explore, summarise) embedded into numeracy blocks - collaborative planning at stage level with redeveloped programming templates for complete and consistent numeracy blocks - tailored professional learning underpinned by analysing data, including data from Check-In assessments, PLAN2, MAP Growth and the Interview for Student Reasoning (IfSR) <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Assistant Principals, Curriculum and Instruction to continue to lead the analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints - continued focus on high impact professional learning supporting literacy and numeracy priorities

<p>QTSS release</p> <p>\$123,329.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Punchbowl Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establishment of an Assistant Principal Instructional Leader in Early Stage 1 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>instructional leadership in the early years of schooling to support the early acquisition of foundation skills opportunities for staff to participate in classroom observations of teaching practice and reflect with colleagues development of high impact professional learning for staff, centred on evidence-based practices and student performance data in reading and numeracy implementation of evidence-based practices in numeracy and literacy to support student growth and attainment implementation of wellbeing initiatives to best support students at risk of disengagement and to improve emotional regulation leadership of a case management approach to support students during the Learning at Home period</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continued support of instructional leadership in the early years through the establishment of a Deputy Principal above establishment</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Punchbowl Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Reading • Explicit Teaching Numeracy • Quality Teaching • Enriched Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at the point of need, in line with identified targets outlined in the School Improvement Plan • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • casual relief to allow participation in professional learning through the NSW Mathematics Strategy, P-6. • establishment of Deputy Principal Instructional leaders across the school P-6 to drive the explicit teaching of reading and numeracy through data informed practice • employment of SLSO support to address identified needs for students who require additional support in literacy and numeracy • professional learning for Early Stage 1 staff in the Walker Method of play-based learning • extra curricular opportunities provided to students through chess, Maths Olympiad, debating and public speaking

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The allocation of this funding has resulted in: explicit teaching of reading through the implementation of MacqLit K-6 growth in reading performance for student undertaking MacqLit interventions teacher understanding of data literacy and analysis has improved for numeracy and reading intentional scaffolding of student language use in structured and unstructured play trialled by the Early Stage 1 team investigation stations were created to support play-based strategies strengthened teacher capacity to implement a play-based learning approach</p> <p>After evaluation, the next steps to support our students with this funding will be: continued implementation of MacLit K-6 continued expansion and enhancement of extra-curricular activities for students continued implementation of play-based strategies to support language development continued building of school-wide structures to support classroom teacher in data literacy and analysis continued use of evidence based practices through the intervention of Assistant Principal, Curriculum and Instruction positions in 2022</p>
<p>COVID ILSP</p> <p>\$334,761.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employment and/or release of teaching staff to support program administration • release of staff to participate in professional learning • targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor their progress • Speech pathology provided to identified students through screening assessments. NCCD data also used to identify students. Delivered through online sessions with registered speech pathologist during Learning at home period. Support provided to families and teachers through feedback and the setting of goals for the students. • Planning for targeted program for our high-potential and gifted students in oral language inn the preschool to extend their oral language skills. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Deputy Principal, Student Community and Engagement (DPSCE) aligned to administer COVID ILSP - targetted students demonstrated growth in reading and numeracy - onsite and virtual speech pathology provided to identified students P-6 - student support through the Learning at Home period by COVID ILSP teachers <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued monitoring of students who progressed within the COVID ILSP program using PLAN2 - continued reading and numeracy interventions for these students - continued speech pathology resourcing to support early acquisiton of oral language in the early years and to build the knowledge and skills of teachers regarding oral language development

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	321	289	286	275
Girls	261	260	284	278

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	89.2	88.2	90.7
1	93.5	89.3	86.2	91
2	94.7	91.3	90.3	89.1
3	96.6	91.7	89.8	91.3
4	93.3	91	91.1	89.9
5	94.7	89.8	92.6	91.2
6	94.8	88.9	91.2	91.8
All Years	94.7	90.2	89.9	90.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.69
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	9.26
Other Positions	2.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school

and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	-25,713
Revenue	8,885,285
Appropriation	8,785,898
Sale of Goods and Services	17,863
Grants and contributions	70,897
Investment income	27
Other revenue	10,600
Expenses	-8,579,981
Employee related	-7,748,507
Operating expenses	-831,475
Surplus / deficit for the year	305,303
Closing Balance	279,591

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	242,041
Equity Total	1,464,066
Equity - Aboriginal	6,627
Equity - Socio-economic	682,027
Equity - Language	413,516
Equity - Disability	361,896
Base Total	4,800,591
Base - Per Capita	148,339
Base - Location	0
Base - Other	4,652,252
Other Total	1,643,599
Grand Total	8,150,298

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The Tell Them from Me Survey provides the school with an insight into the drivers of student learning, school climate and parent satisfaction and perceptions of the school. This important data guides school planning and supports the school to identify areas for improvement and to track current initiatives and measure impact.

Students

- 82% have a positive sense of belonging, feeling accepted and valued by their peers and others in the school.
- 88% are interested and motivated in their learning
- 93% try hard to succeed in their learning
- 95% value schooling outcomes and that it has a strong bearing on their future.
- 95% have positive behaviour when at school.

Students reported that effective learning time, relevance and explicit teaching practices and feedback were present in their classrooms. Students feel they have strong advocacy and that teachers respond to their needs, providing encouragement. School measures in these areas exceeded NSW Gov norms.

Teachers

During 2021, initiatives within the strategic improvement plan focused upon improving the use of data to inform practice, collaboration, learning culture and inclusive practices. Teachers report these drivers of student learning as being present in our school, with school measures being higher than the state-wide measures. Teachers collaborate with other teachers about strategies to increase student engagement and assessment and how to support individual students with particular needs. Teachers can monitor the progress of individual students, using data to inform lesson planning. Teachers acknowledge the important link between home and school, working with parents to help their child progress.

Parents

The survey covers parents' perceptions of their children's experiences at home and school, as well as the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The school measured higher than the NSW Govt Norm in the areas of:

- Parents feel welcome
- Parents are informed - progress, behaviour, social emotional development
- School supports learning - high expectations, encouraged to do their best, teachers showing interest in their child's learning
- School supports positive behaviour - Teacher expectations and clarity of rules by students
- Inclusiveness within the school is also trending upwards.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

A number of actions supported Aboriginal Education P-6 in 2021. The school remains committed to the he Turning Policy Into Action review was analysed at the Leadership Team meeting and prioritised for action. An Aboriginal Education team was established to drive improvement, with representation P-6. The team met regularly with Christine Franklin, Aboriginal Education and Wellbeing Officer with Aunty Carol Brown, Aboriginal Community Liaison Officer - Student Support and Specialist Program Director, to seek advice and support. Together, they established a procedure in the school for Aboriginal education. School staff participated in professional learning: Aboriginal Histories and Culture. it was delivered by the Aboriginal Education and Wellbeing Officer, accompanied by Aunty Carol Brown, Lesley Marks and Vicki Bowen. This is an area for improvement in 2023 with an expectation that greater evidence of Aboriginal and Torres Strait Islander histories and cultures, as a cross curriculum priority, will be present in teaching and learning programs. The leadership team participated in professional learning in Personalised Learning Pathways. As next steps, the team reviewed documents, made adjustments and implemented their use. This is an area for we will continue to improve in 2023. Our Aboriginal students participated in a workshop on the Significance of Country with AEWOW and Aunty Carol Brown. During Learning at home, Aunty Carol and school staff led our Aboriginal students in a Yarning circle and visual arts workshop.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Punchbowl Public school works with a highly diverse community with over 29 different languages spoken by our families with 98% of our students from non-English speaking backgrounds. Throughout the year, we strive to recognise and celebrate our diversity through our teaching programs as well as whole-school events. Harmony Day, Easter Hat Parade, Aussie of the Month, Reconciliation Week, RESPECT program were opportunities throughout the year to acknowledge

our cultural backgrounds. Student in Stage 2 and 3 participated in the Multicultural Public Speaking competition where students explore ideas of multiculturalism in Australia.

Our EAL/D and NAP programs were resourced across the year to support these students within their classrooms to access the curriculum and develop their English language skills. The school also has a strong partnership with STTARTS providing additional support to our refugee families through the Rhythm to Recovery program (Drumming) as well as individualised support. An important part of Multicultural Education at Punchbowl Public School is the work of our School as a Community Centre (SaCC). The SaCC Project Facilitator coordinates and manages a range of community engagement initiatives and programs supporting families with young children. In partnership with other local service providers, the SaCC offers a range of services including supported and community playgroups, transition to preschool and kindergarten programs, parenting courses, TAFE course, health promotion projects and adult literacy programs. Targeted support for equity groups is in place including our Aboriginal families and refugee families. The SaCC works in partnership with the school to foster respectful connections for all cultural groups in our community.

Other School Programs (optional)

School as a Community Centre

The Schools as Community Centres (SaCC) project is hosted by NSW Public Schools and this service offers a holistic approach to early learning and wellbeing with four key interconnected elements of collaborative service delivery; the early development of children, key life transitions, positive parenting and safe, healthy and connected communities.

Parenting programs such as Mum2Mum, Hand in Hand Parenting and Tuning into parenting ran throughout 2021. These programs aim to provide parent with the knowledge, skills and support they need to enhance their nurturing behaviours and positive parenting strategies as well as increase their confidence and skills their child's first teacher. Participation rates were high in Semester 1 and 15-20 participants consistently attended these programs. Our recently renovated SaCC centre is a learning hub for parents and their young children from birth to eight years old and everyone in the local community is welcome to attend to access the wide range of programs available throughout the year. Programs are closely aligned with the School Improvement Plan SD 3 - Strong and Connected Community. Feedback from parents is collected by way of formal surveys, informal conversations.

During the Covid lockdown and Learning from home period in 2021, the SaCC continued to provide support to families through regular check in phone calls, practical support for families such as food hampers and vouchers. Playgroups were recorded and streamed on the Facebook page and activity packs were available for families to support the learning of their toddlers at home. Many of the planned courses for Semester 2 were not able to go ahead due to Covid restrictions. Following the return to onsite learning smaller playgroups as well as outdoor playgrounds with limited numbers were held throughout the week to ensure a connection with the community was maintained.

Fathering Project

In 2021 we registered to participate in The Fathering Program, an initiative which aims to promote the positive benefits that fathering behaviours and fathers' engagement has on children's learning. Research shows that when fathers participate in school activities, meetings and events, children enjoy school more, are less likely to have behaviour issues and are more likely to participate in extracurricular activities. Children are also more likely to engage more in school and perform better academically. A school committee was established consisting of one member of the Leadership Team, a teacher and a parent representative. The launch event was postponed due to the pandemic and the program will launch during Term 2, 2022.

PAX Good Behaviour Game

PAX Good Behaviour Game is a suite of proven behavioural strategies used daily by teachers with students. This year PAX Quiet, PAX Vision and PAX leader were introduced in Kindergarten providing staff and students with a consistent, calm and supportive approach to behaviour management and emotional regulation. Students became more aware of behaviour expectations and how to emulate the school values as a result.

Chess

The Chess Club continued in 2021 with over 50 students involved from Years 3-6. The club met weekly in the library and students received high quality instruction from Nathan, our coach from the Sydney Academy of Chess. Students continued to be able to play and watch lessons online during the Learning at Home period.

Debating