

2022 Annual Report

Punchbowl Public School



Introduction

The Annual Report for 2022 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 92% 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 502 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. Nine 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 two Assistant Principal - Curriculum and Instruction. 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 behaviour support 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.

The school conducted a situational analysis that identified three areas of focus for our Strategic Improvement Plan 2021-2025. 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.



'My playground'
Centenary student artwork

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	2022 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	Sustaining and Growing
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

English language proficiency: \$413,715.00
AP Curriculum & Instruction: \$120,913.00
QTSS release: \$36,228.00
Literacy and numeracy: \$85,000.00
Socio-economic background: \$235,785.00
Low level adjustment for disability: \$307,126.00
Integration funding support: \$306,698.00
Professional learning: \$2,000.00

Summary of progress

Curriculum Reform was prioritised during semester two with a coordinated approach to high impact professional learning using microlearning modules. This was structure P-6. Micro learning modules were completed in combined stage teams to allow collaborative discussions and reflection on changes to curriculum and the resources available to support implementation. Teachers were given opportunities to navigate the new curriculums, discuss impact on teaching and learning with colleagues, unpack units of work aligned to new content and outcomes and plan for implementation. Professional learning and resource needs were identified for 2023 to support effective implementation including the use of PLAN2 version 3 as an assessment and planning tool.

InitialLit has been successful this year due to uninterrupted teaching and learning. Timetabled blocks, professional learning for new teachers and high expectations and accountability for teachers had a significant impact on the success of the program. Home reading was also aligned with the program, with clear links between the program and the decodable home reader. This supported the development of fluency and prosody. It also enhanced the communication between home and school. Streamed groups across K-2 addressed both student need, engagement challenges and supported 'point of need' teaching. Class-based data was used during progress meetings, with data sets across the cohorts being available to all staff. Collaborative, constructive data discussions supported teachers in determining the effectiveness of their teaching and next steps for their students.

Explicit teaching of reading 3-6 focused on the use of the Universal resource hub to access quality-assured teaching and learning resources. These resources supported teachers to implement strategies which are backed by evidence of what we know works to improve student and school outcomes. There is improved use of data to determine where to go next with student learning, however structures which allow staff to collaborate with colleagues remains an area for improvement. There is evidence of the use of micro skills in classrooms as a strategy for explicit instruction in grammar, punctuation and vocabulary. However, barriers to it's consistent implementation across classrooms must be examined.

During 2022, Numeracy blocks are well-established across the school evidenced within timetables and teaching programs. Teachers understand the structure of these blocks including the inclusion of number talks (through Talk Moves) with a Whole Number focus and LISC (learning intention and success criteria). This non-negotiable time for explicit teaching is dependent on student need as determined by student performance data. Number talks are having increased impact on learning due to evidence of planned questioning, targeted teaching based on student need. Reflective practices support the continual improvement of this strategy. These involved teachers producing evidence of teaching and learning in the numeracy block to their stage teams for feedback and next steps. This cycle of teaching and learning has strengthened the collaborative culture of teaching teams.

Key to the work this year in Strategic Direction 1 has been the appointment of Assistant Principal, Curriculum and Instruction. The ensure literacy and numeracy knowledge and skills is embedded in curriculum and assessment. The provided high quality support and guidance to improve student outcomes. The continued establishment of a Deputy Principal above establishment in the K-6, with a focus on K-2, has impacted positively the development of teacher

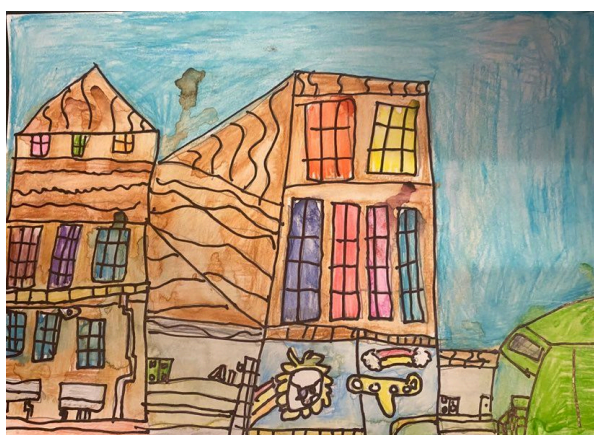
capacity through a targeted approach to professional learning, explicit teaching of reading and numeracy and the growth of our students in these areas. The Deputy Principal supports the Assistant Principals in establishing structures and protocols within teaching and learning and wellbeing.

Improvements in the use of lesson observations, continuing to prioritise non-negotiable numeracy and reading blocks across the school, continual improvement in programming and planning, and continued implementation of the new curriculums will be the school's 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
Increase the percentage of students achieving in the top two bands in Reading - uplift of 8.1% from baseline	2022 NAPLAN data indicates 20.14% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. This is a 1.43% increase from 2021. This is 8.36 % below the lower band target.
Increase the percentage of students achieving in the top two bands in Numeracy - uplift of 7.3% from baseline	2022 NAPLAN data indicates 9.35% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. This is an 1.91% decrease from 2021. This is 14.15% below the lower band target.
Increase the percentage of students achieving expected growth in Numeracy from Year 3 to Year 5 - uplift of 2.3% from baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in Reading from Year 3 to Year 5 - uplift of 2.8% from baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in Mathematics and Reading to 65% of the cohort as measured by the <i>MAP Growth</i> assessment	MAP Growth assessment data indicates of 3-6 students, 41.5% met expected growth in numeracy and 26.5 % met expected growth in reading.



'My school'
Centenary student artwork

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: \$265,851.00

Professional learning: \$42,725.32

QTSS release: \$80,000.00

Literacy and numeracy: \$2,500.00

AP Curriculum & Instruction: \$120,000.00

Summary of progress

In 2022, the Quality Teaching initiative continued to be supported by the refinement of Progress meetings. These regular, data-driven discussions have led to:

- an increased focus on the regular collection of timely, meaningful data which is viewed holistically
- collegial, collaborative data analysis leading to specific adjustments to teaching and learning, differentiation, and targeted groups
- clearly identified teaching and learning goals for students
- clear expectations of all staff in terms of data use, learning sprints and meeting preparation; improved confidence and capacity.
- inclusion of Assistant Principal, Curriculum and Instruction (APCI) and Deputy Principals in discussions
- use of a master data set to build transparency and look at trends across stages through various lens

Reflection and review of these processes will drive changes in 2023. All teaching staff were involved in an analysis of current practice, future improvements and barriers.

In 2022, two APCI were established P-6. Key to their role this year was the development of their understanding of the Capability framework through which the APCIs will provide support and guidance to enhance teacher growth in literacy and numeracy and strengthen schoolwide instructional capabilities for middle and senior leaders. Central to their role has been the establishment of Cycles of Inquiry. These were scheduled across the year and followed the LEARN, DO, REFLECT model of professional learning. All teachers had an opportunity to engage in the 'DO'. Co-teaching opportunities led to the building of relational trust. The Lead Learner series on Exploring Patterning and Quantifying numbers was utilised in the 'LEARN' phase.

Teacher reflections point to a positive impact on student use of mathematical language and an increase in explicit teaching. Also, the opportunities to learn collaboratively with colleagues, co-teaching with APCIs, a clear focus and multiple opportunities to explore within the teaching and learning cycle were also noted.

The Line-of-Sight initiative has provided improved consistency across grade and 'point of need' teaching. Scope and Sequences continue to provide guidance, while allowing flexibility. Teachers report that there is a high level of accessibility to teaching programs and non-negotiables to clarify expectations. Reflections and notations within programs support changes to teaching based on student performance and need. Assessment schedules are used to maintain clarity and consistency.

The school continued on its journey with the 4C journey, supported with high-quality, targeted professional learning. Across the year our Leaders of Learning (LOL) team have been improving their understanding of the Learning Disposition Wheel and the processes which enable agency and deep learning in classrooms. Whole-school professional learning was undertaken in Term 4, led by the LOL team.

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)	Teachers who perceive that data informs their practice - uplift of 0.4 from baseline (2020) This data exceeded the target
Challenging and Visible Goals 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)	Teachers who perceive that challenging and visible goals are part of their teaching and learning cycle - uplift of 0.3 from baseline (2020) This data exceeded the target
Student Interest and Motivation Student Tell Them From Me Survey: Students are interested and motivated in their learning - uplift of 2% from baseline	Students are interested and motivated in their learning - decreased of 22% from baseline (2020)



'My School'
Centenary student artwork

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

Professional learning: \$3,000.00

Socio-economic background: \$277,250.00

Low level adjustment for disability: \$43,951.00

Refugee Student Support: \$7,800.00

Aboriginal background: \$3,600.00

English language proficiency: \$67,100.00

Summary of progress

In 2022, the SMS attendance trial was very successful, with a reduction in unexplained absences compared to previous years. Attendance matters and school resources are being used consistently to improve awareness of the importance of attendance in the community. Stage awards for Attendance were started, with middle leadership and the Attendance Team acknowledge different attendance targets, including students who are on time to school, overall attendance, regularity of explanations for non-attendance. The school continues to liaise with the HSLO regularly, having face-to-face meetings. School staff utilising other schools supports eg SaCC, Before and After school care.

- Semester 1 - 44.2% overall st attending 90% of the time (network 38.4%)
- Semester 2 - 56% overall st attending 90% of the time (network 54%)

Inclusion professional learning was completed by all staff as part of the IER reforms. Student leadership and voice continued to strengthen through peer support, peacekeeper programs, SRC, and the Student Voice radio show. A number of literacy and numeracy workshops for parents were held. Parents report these were highly useful as they developed their understanding of strategies to support their children with their learning. In 2023, the revitalisation of the P and C is a priority for the school to support the positive engagement of our parents.

The school celebrated its Centenary with a large community celebration which included performances, student art show and school museum. Many ex-students attended from as far back as the 1940s to recent years.

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 2.8% from baseline	The number of students attending greater than 90% of the time or more has decreased by 16.93%
Student Wellbeing Student Tell Them From Me Survey: Students feeling accepted and valued by their peers and by others at their school - uplift of 3.6 % from baseline	Students feeling accepted and valued by their peers and by others at the school decreased by 7 % compared to baseline. (2020)

<p>Inclusion</p> <p>Parent Tell Them From Me Survey: Parents who perceive that our school is inclusive - uplift of 0.2 from baseline (10 point scale)</p>	<p>Parent Tell Them From Me Survey indicate a decrease of 0.1 for Parents who perceive that our school is inclusive. This measure is 0.9 above the NSW Government school norm.</p>
<p>Inclusion</p> <p>Teacher Tell Them From Me Survey: Teachers who perceive that our school is inclusive - uplift of 0.2 from baseline (10 point scale)</p>	<p>Teacher Tell Them From Me Survey indicate the same measure of Teachers who perceive that our school is inclusive. This measure is 0.1 above the NSW Government school norm.</p>
<p>School as Community Centre</p> <p>Increased attendance of equity groups at the School as Community Centre - uplift of 6% from baseline</p>	<p>Attendance of equity groups continues to build over time</p>



Whole-school Centenary Celebrations

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$7,800.00</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"> • Wellbeing <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 on school related costs including uniforms, excursions. • SLSO allocation support available for refugee students in class and on the playground • All refugee students have access to STTARTS initiatives including learning club and other support programs • Parent and Student Excursion to the Story Factory - collaboration with STTARTS <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - tailored support of the wellbeing and learning outcomes leading to improved engagement - strengthened connections between school and home through opportunities to communicate and build trust - barriers to full participation in school are overcome <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued support for students and families to maintain/improve engagement with teaching and learning - provided targeted opportunities for communication and trust building between school and home
<p>Integration funding support</p> <p>\$306,698.00</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 including:</p> <ul style="list-style-type: none"> • Explicit Teaching Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • support for students transitioning to high school including communication of student needs and participation in on-site transition programs • staff support available for students to participate in school programs eg. overnight camps <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all IFS students accessing needs-based support through School Learning Support Officer (SLSO) allocation in the classroom and playground. - support which is tailored to individual need, is regularly reviewed with parent consultation - individual support being provided with learning and wellbeing goals - support in place for students transitioning to high schools including tailored transition planning and multiple opportunities to visit new settings. - students are supported to participate in all aspects of school life - Personalised learning and support plans and Behaviour support plans are in place where required and are reviewed with parent consultation

<p>Integration funding support</p> <p>\$306,698.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - review of personalised learning and support plans to support transition of students to new settings or classrooms - continue parent consultation to meet the individual learning and wellbeing needs of these students
<p>Socio-economic background</p> <p>\$778,886.00</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"> • Explicit Teaching Reading • Explicit Teaching Numeracy • Quality Teaching • Enriched Learning • Wellbeing • Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of staff to support students identified with additional learning needs • employment of behaviour therapist to support students with additional learning needs • employment of additional staff to support MacqLit Reading interventions • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support professional learning in PAX Good Behaviour Game • professional learning and collaborative time to focus on the use of data to inform practice • provision of funds to support High Potential and Gifted students through targetted programs and opportunities • continuing support of Attendance Team and incentive initiatives • continuing support for whole-school structures to enable regular progress meetings with staff to analyse student performance data • employment of additional staff to support student and community engagement • employment of additional staff to support administration and program supervision in the preschool • employment of additional staff to support explicit teaching through Cycles of Inquiry • provision of additional support for identified teachers to participate in workshops to unpack and collaborative on the 4C project • re-establishment of Community Liaison officer • support for transition including preschool, kindergarten and Year 6 to high school <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - evidence of increased use of data to drive decision making within the teaching and learning cycles and programs, including accountability and transparency around data sets - evidence of system and school-based assessment data being systematically collected and analysed - provision of specialist staff to support collaborative professional learning and planning through Cycles of Inquiry with a focus on numeracy and Curriculum Reforms - increase in teacher capacity to teach numeracy and reading through explicit teaching strategies - completion of InitialLit - Foundation by all Kindergarten students - All Year 1 students achieved above 75% on reading and spelling cumulative review in InitialLit program - 90% of students in Year 2 achieved above 85% on final assessment, including comprehension, irregular words, passage reading

<p>Socio-economic background</p> <p>\$778,886.00</p>	<ul style="list-style-type: none"> - decodable readers are used for home reading to support in-class learning of phonemes - specialised staff providing a high level of tailored- support and leadership in wellbeing, support and preschool contexts. - continued implementation of HPGE policy through enrichment opportunities including debating, public speaking, writing extension, chess, Robocup, and MCA Together program - TTFM student data indicates improvement over 2022 with students sense of belonging and the use of explicit teaching practices and feedback - provision of educational material including uniform and other forms of financial assistance <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued employment of additional leadership and specialist staff to led and support the teaching, learning and wellbeing of all students. - continued support for Attendance including a continuation of SMS system and extension of incentive systems - continued focus on explicit teaching of reading through MultiLit programs. including IntiaLit, MiniLit and MacqLit- increase teacher access to Cycles of Inquiry through structural adjustments to APCI positioning across the school - continued opportunities for enrichment for all students as part of the HPGE strategy - continued support for students to access educational materials to support engagement and belonging - continued provision of high impact professional learning through the expansion of cycles of Inquiry, including prioritisation of Curriculum Reform
<p>Aboriginal background</p> <p>\$3,600.00</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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to through co-constructed Personalised Learning Pathways • staffing release to support development and implementation of Personalised Learning Plans • participation of Aboriginal student in STEM Camp coordinated by NSW AECG • coordination of a Network day with a focus on connecting Aboriginal students - Bunmarra Corroboree • provision of support for school supplies and educational experiences • mandatory training undertaken by all staff - Aboriginal Cultural Education - Let's take the first step together • engaging with Aboriginal Learning and Wellbeing Officer to improve Aboriginal perspectives within curriculum planning and delivery • hosting of Canterbury-Bankstown AECG meeting onsite • Aboriginal Education team continued to drive initiatives at PPS • NAIDOC week celebrations through engagement of P-6 in Yulunga Traditional Indigenous Games <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved connections between school and our Aboriginal families - improved opportunities for Aboriginal students to broaden their learning experiences - increased consideration of Aboriginal perspectives in lesson planning - successful network day to enable schools and students to connect through shared experiences, grounded in Aboriginal culture. - improved knowledge of Aboriginal history and the impact on Aboriginal peoples

<p>Aboriginal background</p> <p>\$3,600.00</p>	<ul style="list-style-type: none"> - expertise is building teacher capacity in applying Aboriginal perspectives to teaching and learning programs in a meaningful way <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to provide opportunities for our Aboriginal students to strengthen their engagement with learning and school life. - continue to engage with Aboriginal Learning and Wellbeing Officer and local AECG for advice and guidance - continue the Bunmarra Corroboree Network day in 2023 - use program evidence to capture evidence of Aboriginal perspectives in programs - continue to celebrate NAIDOC week through P-6 whole day cultural incursion
<p>English language proficiency</p> <p>\$480,815.00</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 Reading • Wellbeing • 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 and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • provision of resources to support community initiatives through the School as a Community Centre • opportunities for EAL/D teachers to build capacity through networking and observations at local schools <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - specialised EAL/D teaching programs which include targetted groups and in-class support - access for teachers and students K-6 to specialist support with programming and explicit teaching - increased in connections between EAL/D teachers and best practice <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to improve collaboration between teaching staff and the EAL/D Team - continue to resource across the school at point of need, including our new arrivals - build capacity of EAL/D teachers in the new curriculums through inclusion in Cycles of Inquiry - continue to provide specialise dsupport through targetted grouping and in-class support
<p>Low level adjustment for disability</p> <p>\$351,077.00</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>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>Low level adjustment for disability</p> <p>\$351,077.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing the continued placement of Learning and Support Teachers (LaSTs) to work with individual students and in a case management role within classrooms, supporting teaching and learning and the development of Personalised Learning and Support Plans (PLaSPs) • targeted students are provided with an evidence-based intervention MiniLit and MacqLit to increase reading performance • targeted students are provided with an evidence-based intervention in Numeracy through the Big Ideas in Number project to increase performance in mathematics • resourcing the continuation of a Deputy Principal to: <ul style="list-style-type: none"> - lead and co-ordinate learning support P-6 including targetted interventions for learning and wellbeing - co-ordinate the Learning and Support team - supervise LaST and IFS SLSOs - liaising with external providers and agencies - liaise with speech pathology supports for targetted students 3-6 - liaising and working with School Services • resourcing the continuation of additional SLSO to in Early Stage 1 to support students with: <ul style="list-style-type: none"> - PLaSP goals in the classroom and playground - PreLit reading small group instruction - targeted numeracy interventions • professional learning opportunities for SLSOs in reading and numeracy interventions , inclusive practices and creative and innovative thinking strategies • use of student performance data to drive targetted interventions in reading and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved literacy and numeracy outcomes for students through targetted interventions - Personalised Learning and Support Plans (PLaSPs) in place and regularly reviewed - high level of collaboration between LaST team, classroom teachers and parents - clear procedures and guidelines for external agency support within the school - improved capacity of SLSOs to meet PLaSP targets through professional learning and feedback opportunities with classroom teachers - strong support and co-ordination of learning adjustments across the school due to the supervision of the Deputy Principal, Student and Community engagement <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to resource and support the Learning and Support Teachers who provide specialist support to students, teachers and families - continue to resource the MultiLit interventions in reading - continue to support numeracy interventions through the implementation of the K-2 curriculum - continue to use student performance data to prioritise and target learning outcomes for students - continue to resource a dedicated leadership position to focus on student and community engagement - provide professional learning opportunities for LaST teachers as part of the Progress Meeting and Cycles of Inquiry iniatives driving improvement in teacher capacity - resource the additional SLSO in Early Stage One to support transition practices and to ensure all students made a successful start to formal schooling
<p>Professional learning</p> <p>\$47,725.32</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Punchbowl Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$47,725.32</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Numeracy • Quality Teaching • Enriched Learning • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • resourcing of time for teachers to engage in professional learning and discussions to build capacity in PLAN2 as a tool for data analysis • establishment of Progress meetings (data discussions) with a focus on analysis of student performance data and to identify next steps in the • engagement of school leaders and aspiring leaders in the 4C Transforming Schools professional learning • resourcing of time for teachers to engage in Lead Learner professional learning led by Assistant Principal Curriculum and Engagement. Focus on Exploring patterns. • engagement of school staff in PAX Good Behaviour Game professional learning and refresher • resourcing of general staff training to meet staff mandatory training and PDP goals including SaSS and SLSO staff • purchasing of professional reading for all staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increase in use of data by teaching teams to analyse student performance - increase in collaboration by teams through progress meetings - increase in teacher's capacity to use data to drive teaching and learning - increase in teacher's understanding of 4C practices and processes - tailored professional by 4C Leaders of Learning for whole staff - implementation of 4C processes with staff and students - continued implementation of the PAX Good Behaviour Game into Stage 1 - evidence of use of PAX practices in classrooms and playground <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to implement PAX into Stage 2 - continue to engage in high impact professional learning through school-based resources - continue to provide opportunities to engage with Curriculum Reforms through school structures - continue to develop teacher capacity in using data to inform practice through progress meeting priorities - continue to drive the 4C project through engagement in learning led by the Leaders of Learning team (LOL)
<p>Literacy and numeracy</p> <p>\$87,500.00</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 Reading • 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"> • staff training and support in literacy and numeracy • resourcing of literacy resources to support K-2 Home Reading program • targeted professional learning to improve the use of student performance data to drive reading and numeracy improvement • online program subscriptions to support reading and numeracy • resourcing of school staff to provide targetted interventions in literacy and numeracy • resourcing of resources to support MultiLit programs K-6 • resourcing of parent workshops on how to support their child with numeracy development

<p>Literacy and numeracy</p> <p>\$87,500.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased involvement by families in supporting reading development through the Home Reading Program - increase in collaborative opportunities for school staff to analyse student performance data in PLAN2 - increase in opportunities for parents to connect with their child's curriculum through school-based workshops - continual building of teacher capacity through ongoing professional learning in numeracy and literacy - resourcing of quality text to support English teaching and learning 3-6 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to resource and support home reading program K-2 - continue to resource quality texts 3-6 - continue to upskill beginning and early career teachers through professional learning opportunities - continue to provide opportunities for families to engage with teaching and learning through workshops <p>Note: Literacy and Numeracy funds will not be allocated in 2023.</p>
<p>QTSS release</p> <p>\$116,228.00</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 • 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"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • resourcing of additional staff within the Assistant Principal, Curriculum and Instruction role to support teaching and learning through Cycles of Inquiry P-6, focussing on Patterning and Quantifying Numbers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increase in tailored professional learning for teachers through Cycles of Inquiry using the Learn, Do, Reflect cycle. - resourcing of additional professional collaboration to support Curriculum Reforms - resourcing additional days for Assistant Principal, Curriculum and Instruction 3-6 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - expansion of the Cycles of Inquiry - increasing the number of cycles and the number of teachers engaging with the learning - continue to support professional learning to support familiarisation and implementation of new curriculum
<p>COVID ILSP</p> <p>\$458,653.00</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 2022.</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"> • small group oral language interventions in the preschool, implemented by

<p>COVID ILSP</p> <p>\$458,653.00</p>	<p>class teachers, support staff and speech pathology students.</p> <ul style="list-style-type: none"> • resourcing of allied health providers to provide specialist professional learning in oral language and design an intervention project • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy through MiniLit and MacqLit programs • providing targeted, explicit instruction for student groups in numeracy through targetted interventions • resourcing of staff to coordinate the program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - growth in targeted students in reading and numeracy as measured in school-based assessments - growth in the oral language development for students P-2 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the partnership with allied health professionals to support oral language development in the early years - provide professional learning for staff though the oral language project - continue to resource teachers to implement intervention programs in reading and numeracy
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	289	286	275	266
Girls	260	284	278	255

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.2	88.2	90.7	83.1
1	89.3	86.2	91.0	83.5
2	91.3	90.3	89.1	85.7
3	91.7	89.8	91.3	83.8
4	91.0	91.1	89.9	86.9
5	89.8	92.6	91.2	86.1
6	88.9	91.2	91.8	86.9
All Years	90.2	89.9	90.7	85.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.6
Classroom Teacher(s)	25.41
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	9.16
Other Positions	2.6

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	21,505
Revenue	9,179,044
Appropriation	9,008,193
Sale of Goods and Services	25,069
Grants and contributions	143,344
Investment income	738
Other revenue	1,700
Expenses	-8,637,634
Employee related	-7,557,033
Operating expenses	-1,080,601
Surplus / deficit for the year	541,410
Closing Balance	562,915

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.

	2022 SBAR Adjustments (\$)
Targeted Total	241,178
Equity Total	1,630,761
Equity - Aboriginal	8,441
Equity - Socio-economic	780,951
Equity - Language	477,934
Equity - Disability	363,434
Base Total	4,697,433
Base - Per Capita	147,459
Base - Location	0
Base - Other	4,549,974
Other Total	1,612,890
Grand Total	8,182,262

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 gives the school information on the drivers of student learning, school climate and parent satisfaction.

Students

Drivers of Student Outcomes which have improved across the year include:

- Explicit teaching practices and feedback
- Advocacy at school
- Effective learning time
- Positive relationships

Further work continues into 2022 in the areas of perseverance and sense of belonging.

Teachers

Drivers of student learning were surveyed. Teachers reported that in:

Leadership

- leaders helped improve teaching
- leaders maintained a safe, orderly environment
- leaders supported through stressful times
- improvement needed in the areas of teacher observation

Collaboration

- high levels of collaboration in the sharing of teaching strategies for assessment and to improve student engagement
- improvement needed in opportunities to develop learning opportunities with colleagues

Learning Culture

- strong implementation of high expectations and monitoring of individual students

Data informed Practice

- strong use of assessments to help identify gaps and areas of difficulty
- data is used to make decisions about teaching and lesson planning

Parents

The 'Partners in Learning' survey gathers information about:

Two-way communication with Parents (School performing above NSW Statewide average)

- parents feel welcome when they visit the school
- admin staff are helpful with questions or problems
- parents can easily speak with teachers and information is in clear, plain language
- parents feel informed about their child's behaviour and development

School Supports for Learning (School performing above NSW Statewide average)

- parents believe teachers have high expectations for their child to succeed
- their child is encouraged to do their best work
- teachers are interested in their child's learning

Inclusive practices (School performing above NSW Statewide average)

- teachers help students who need extra support
- school staff create opportunities for students who are learning at a slower pace
- school staff take an active role in making sure all students are included in school activities
- Teachers help students develop positive friendships



Our SaCC playground on an outing to Riverwood Park.



Uncle John at our Bunmarra Corroborree



Aunty Carol Brown, Aboriginal Community Liaison Officer
School Services Ultimo and Mrs McGeary at the Bunmarra Corroborree

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

In 2022, a number of key initiatives were implemented to support the Aboriginal Education Policy. As the first part of the process of improving the school's Personalised Learning Pathways procedures, the leadership team participated in targeted professional learning, delivered by Christine Franklin, Aboriginal Wellbeing Officer, Glenfield Network. The leadership team developed an improved understanding of the process. What matters are the connections and conversation between school and home. This clarity of purpose, led to the reworking of the process and the document giving student voice and agency to the process.

Our goal of building connections with families was supported by a change in the way we created student PLPs. We knew we wanted to engage our students and their families more with the process, create a safe, welcoming environment where parents and carers could communicate honestly with school staff. We also wanted our students to have agency over their goals. Parents were invited to a morning tea with staff, with their children.

The Aboriginal Team organised an inaugural network day for our Aboriginal and Torres Strait Islander students., Bunmarra Coroboree. Seven primary schools were onsite at PPS to participate. The purpose of the day was to make connections across the Chullora Schools Network for our Aboriginal students. Teachers were also able build professional relationships with other teachers and share ideas. Collaboration with AECG Bankstown, Aunty Carol Brown, Aboriginal Community Liaison Officer and Christine Franklin, Aboriginal Education and Wellbeing Officer were consulted to support the creation of authentic experiences. They were also able to be onsite on the day to build connections and celebrate with our students from across the network.

All staff engaged in the Aboriginal Cultural Education 'Let's take the first step together' mandatory professional learning. This provided staff with foundational information on various historical and contemporary aspects of Aboriginal and Torres Strait Islander peoples and cultures.

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.

Anti-Racism - School statement

At Punchbowl Public School our school values of Respect, Safety and Learning underpin all our interactions. As a school we strive for harmony and peace to create a world where everyone belongs. We celebrate differences and treat everyone with respect. Cultural understandings are underpinned in our teaching and learning programs. We understand that students engage with learning through the rich voices of Aboriginal and Torres Strait Islander Peoples, and voices from across the world. Teaching and learning programs are shaped by lived experiences, knowledge, cultures, and connections.

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 within a highly diverse community. At Punchbowl Public School our school values of Respect, Safety and Learning underpin all our interactions. As a school we strive for harmony and peace to create a world where everyone belongs. We celebrate differences and treat everyone with respect. Cultural understandings are underpinned in our teaching and learning programs. We understand that students engage with learning through the rich voices of Aboriginal and Torres Strait Islander Peoples, and voices from across the world. Teaching and learning programs are shaped by lived experiences, knowledge, cultures, and connections. In 2022, we continued to value and celebrate that diversity through our teaching and learning programs and school-based events. such as Harmony Day, NAIDOC Week, Bunmarra Corroboree Network Day, RESPECT program.

Other School Programs (optional)

School as a Community Centre

The SaCC continues to be a vital part of the school community and is a key contributor to making sure all children make a strong start in life and learning and make a successful transition to school.

The SaCC Facilitator, in consultation with the Senior Leadership Team, 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 and employs staff who speak Arabic and Bangla (two of the most spoken languages in our school community).

In 2022, a wide range of programs were implemented for school aged children such as The Learning Club and Kids Create programs which ran after school in the SaCC room, with community volunteers and service providers working alongside the SaCC Facilitator to deliver quality learning programs.

A wide range of supported playgroups and transition to preschool programs were run throughout 2022. The Playgroup in Centennial Parklands (in partnership with Greater Sydney Parklands) proved to be very popular with 35 families attending when the program was offered throughout Term 2.

Adult learning programs, such as the Floristry Course and Step into Work programs were well received and regarded by our community. These courses provide parents with new learning experiences and also open up the prospects further study and/or employment opportunities for those looking to enter the workforce.

The families accessing the SaCC programs throughout the year have participated in the celebration of key events in the school calendar such as the Easter Hat parade, Book week parade, NAIDOC week and Remembrance Day events. This served to ensure that children and their families continued to strengthen their relationships with the entire school community and have a sense of belonging in the culture of Punchbowl PS.

A Wellbeing and Health In-reach nurse (WHIN) was appointed as part of a partnership with NSW Department of Education and NSW Health and attended to meet some of the families at the end of 2022. The WHIN will be situated in the SaCC in 2023 and will play a vital role in assisting families with access to community supports.

Feedback from participants is collected by way of formal surveys, informal conversations and observations. The 2023 planner is already filling up and we look forward to welcoming more families to our centre.

The Fathering Project

In 2022 The Fathering Project, an initiative which aims to promote the positive benefits that fathering behaviours and fathers' engagement has on children's learning was launched at our school in Term 2, 2022 after initial registration at the end of 2021. A school committee was established consisting of one member of the Leadership Team, a teacher and a

parent representative. The committee held a very successful launch event in Term 2 'Paper Planes and Pizza Evening' which was attended by over 100 participants including students, fathers, uncles and grandfathers. The school staff, particularly the male staff members, volunteered their time to support this initiative. We aim to host 2 or more Fathering Project events in 2023.

PAX

PAX GBG is a set of evidence based instructional and behavioural strategies used daily by teachers and students in classrooms. This universal prevention approach improves classroom behaviour and academic outcomes, it has been shown to provide lifetime benefits by improving self-regulation and co-regulation with peers. In 2022, the delivery of PAX GBG was expanded to include preschool, Stage 1 and the Support Unit at PPS. Through the year, students' ability to describe positive behaviour greatly improved as did their ability to self-regulate. All students were given the opportunity to build their self-concept as leaders of learning which led to a general improvement in the learning culture of the grades included in the program. Teachers reported that the program has increased time on task for students and reduced time spent on redirecting negative behaviour.

PBL

Positive Behaviour for Learning (PBL) continues to contribute to developing a positive, safe and supportive learning culture at PPS. In 2022 the PPS PBL Team created and implemented a set of bespoke PBL procedures that ensures the clear and consistent application of the program P-6. The existing problem-solving wheel was reviewed and following consultation with staff, students and community a context specific problem-solving wheel was created, explored and put into use with all staff and students. The PBL logo was updated to a more contemporary style whilst maintaining the visual's original spirit. These actions enhanced the profile of PBL and the school values for the community, staff and students.

High Potential and Gifted Education

Punchbowl PS continued to run a number of curriculum-connected and extra-curricular programs for our HPGE students in 2022. Class teachers were enabled to identify and differentiate classroom learning to meet HPGE needs through our assessment and Progress Meetings systems. Extension activities were run during class time, most notably our writing enrichment groups for all stages.

A range of extra-curricular activities were also offered. Some of these were open to all students but had a particular HPGE focus. These included chess, debating, choir, dance groups, PSSA sport and Rubik's Club. Our chess program involved a number of interschool matches, including a new local rivalry with Wiley Park PS. Our dancers and choir participated in the Combined Public Schools Music Festival at Bankstown Sports Club, whilst the ten Year 5 our students involved in our RoboCup LEGO robotics program participated in the state competition.