

# Strategic Improvement Plan 2021-2025

## Punchbowl Public School 2910



# School vision and context

## School vision statement

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

# School vision and context

## School vision statement

---

## School context

---

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.

# Strategic Direction 1: Student growth and attainment

## Purpose

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

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Increase the percentage of questions answered correctly in Check-in assessments

### Reading growth

Achieve by year: 2023

Increase the percentage of questions answered correctly in Check-in assessments

## Initiatives

### Explicit Teaching Reading

Systematically personalise learning in reading, differentiate teaching for all students, and track progress and growth through:

- Selection of evidence-informed teaching strategies based on student learning needs
- Evaluating the impact of the implemented strategies on student learning
- HIPL to build teacher capacity in the explicit teaching of Reading

### Activities

- Re-work programming to reflect new syllabus understandings
- Engagement with Curriculum reform
- Differentiated Professional Learning

### Explicit Teaching Numeracy

Systematically personalise learning in numeracy, differentiate teaching for all students, and track progress and growth through:

- Selection of evidence-informed teaching strategies based on student learning needs
- Evaluating the impact of the implemented strategies on student learning
- HIPL to build teacher capacity in the Explicit teaching of numeracy

### Activities

- Re-work programming to reflect new syllabus understandings
- Engagement with Curriculum Reform
- Differentiated Professional Learning

## Success criteria for this strategic direction

Teaching and learning programs showing evidence of revisions based on feedback, student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum)

Evidence-based teaching methods optimise learning progress for all students. Effective methods are identified, promoted and modelled, and students' learning is monitored. (SEF- Explicit teaching)

All teachers explicitly teach literacy and numeracy to students at all levels of achievement, with success measured by improved student progress and achievement data. (SEF - Teaching - Professional Standards)

## Evaluation plan for this strategic direction

### Question:

To what extent have student outcomes in reading and numeracy improved?

### Data:

- External assessment: NAPLAN, Phonics Screening Check in Year 1, Check in Assessments
- Phonological Diagnostic Assessment
- Internal assessment: MAP (3-6), PLAN2 (K-6), InitialLit, MacqLit
- Learning Assessment Framework (LAF)
- Document analysis
- Surveys/Questionnaires/interviews
- Interview for Student reasoning (IfSR)

### Analysis:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

Excellence Framework elements and themes.

- Leadership team and stage team reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

### Implications:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

## Strategic Direction 2: Stronger Teaching and Learning

### Purpose

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

### Improvement measures

Achieve by year: 2025

#### Use of Data to Inform Practice

Teacher Tell Them From Me Survey: Teachers who perceive that data informs their practice - uplift of 0.4 from baseline (10 point scale)

Achieve by year: 2025

#### 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 0.4 from baseline (10 point scale)

Achieve by year: 2025

#### Student Interest and Motivation

Student Tell Them From Me Survey: Students are interested and motivated in their learning - uplift of 4% from baseline

### Initiatives

#### Quality Teaching

Increase staff capacity to analyse student performance data to improve teacher effectiveness, target intervention and improve student outcomes. (WWB - Use of data to inform practice)

Change teaching practice to ensure teachers respond to data in programming, planning and lesson delivery. (WWB - Use of data to inform practice)

Embed the use of formative and summative assessment as part of everyday practice.

Leadership to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

HIPL to build teacher capacity in the Using Data to inform Practice

#### Projects

- Progress Meetings inform daily practice
- Cycles of Inquiry - HIPL
- Instructional Rounds - Formative Assessment

#### Enriched Learning

Create and sustain a culture of high expectations to maximise optimal learning environments.

Provide challenging learning experiences that enrich the delivery of core curriculum to facilitate engagement and improve learning outcomes.

High Impact Professional learning (HIPL) on the High Potential and Gifted Education Policy.

#### Projects

- 4C Project
- Play-based Learning

### Success criteria for this strategic direction

Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvements.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

EAL/D (English as an additional language or dialect) and LST (learning and support teacher) teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

### Evaluation plan for this strategic direction

#### Question:

Do teachers plan differentiated lessons based on the analysis of student performance data in response to individual student learning needs and a shared responsibility for achievement?

Do our teachers critically reflect on data to adjust teaching to meet student need?

Do our teachers have the knowledge and skills to critically reflect on teaching practice?

Do structures support teachers to build student literacy and numeracy knowledge and skills?

Do teaching programs show evidence of data informing

## Strategic Direction 2: Stronger Teaching and Learning

### Initiatives

---

- HPGE policy implementation

### Evaluation plan for this strategic direction

---

classroom practice with ongoing adjustments?

#### Data:

- Teacher and student surveys
- Class Program Feedback Form
- Meeting minutes & documentation
- Observation data
- Interviews and questionnaires

#### Analysis:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion around the School Excellence Framework elements and themes.

Leadership team and stage team reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

#### Implications:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 3: Strong and Connected Community

## Purpose

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

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

#### Attendance

Increased percentage of students attending 90% or more of the time by 2.8% from baseline

### Wellbeing

Achieve by year: 2023

#### 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

Achieve by year: 2022

#### Inclusion

Parent Tell Them From Me Survey: Parents who perceive that our school is inclusive - uplift of 0.2 from baseline (10 point scale)

Achieve by year: 2022

#### Inclusion

Teacher Tell Them From Me Survey: Teachers who perceive that our school is inclusive - uplift of 0.2 from baseline (10 point scale)

## Initiatives

### Wellbeing

Embed a school-wide culture that supports wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Embed Inclusion in all aspects of school life, supported by culture, policies and everyday practices.

#### Activities

- Attendance incentive strategy
- Student Leadership
- PAX
- Inclusion practices

### Community

Demonstrate responsiveness to community need and priorities through consultative and collaborative practices and activities.

#### Activities

- SaCC
- Transitions
- Parent as Partners in Learning

## Success criteria for this strategic direction

Teachers, parents and community work together to ensure student absences do not impact on learning outcomes. (SEF - Attendance)

Strong collaborations between parents, students and the community support continuity of learning at transition points. (SEF - Transitions and Continuity of Learning)

School-wide, collective responsibility for student learning and success is informed by sound holistic information about each student's wellbeing and learning needs. (SEF - Learning: Wellbeing)

Best practice embeds a culture of high expectations and caters for the range of equity issues in the school. (SEF - Leading: Community Engagement)

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student attendance and wellbeing?

### Data:

- Parent, Teacher and student surveys
- Attendance Data
- Meeting minutes & documentation
- Observation data
- Interviews and questionnaires - students, staff and parents.
- Focus groups

### Analysis:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.



## Strategic Direction 3: Strong and Connected Community

### Evaluation plan for this strategic direction

---

Regular professional discussion around the School Excellence Framework elements and themes.

School staff, parent and SaCC team reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

#### **Implications:**

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.