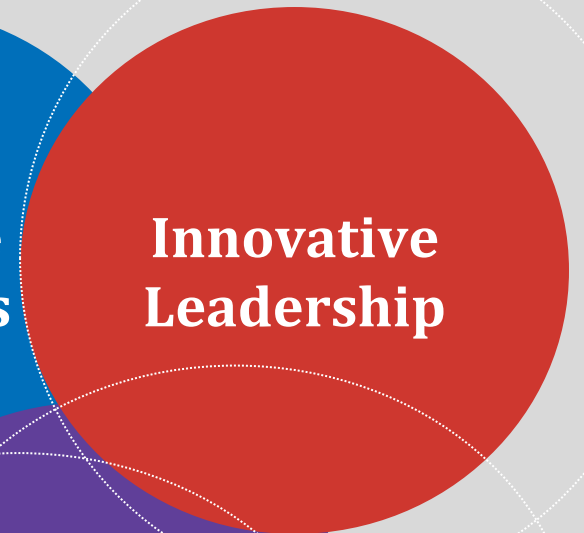
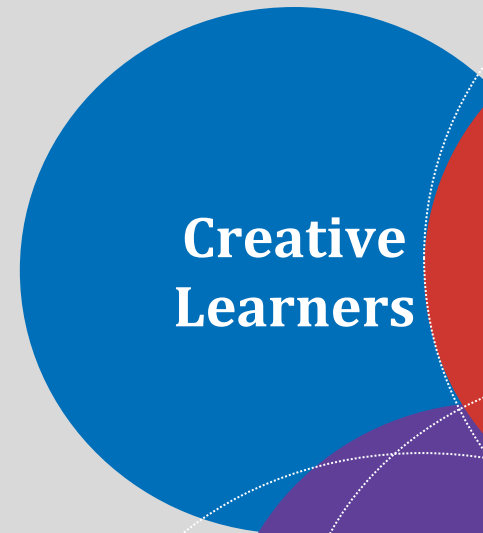
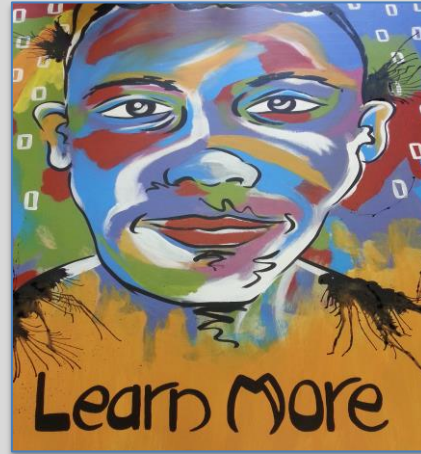
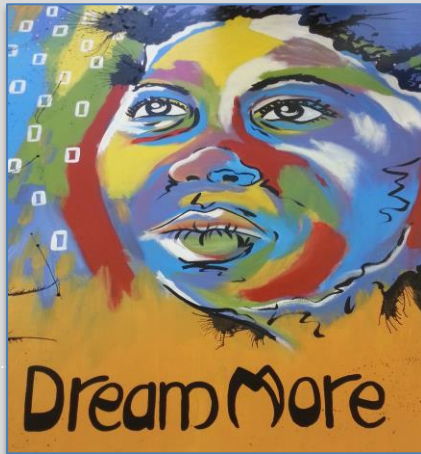


School plan 2015 – 2017

Punchbowl Boys' High School 8184





School background 2015 - 2017



School vision statement

We inspire our students, teachers, parents and community to:

Dream more in a learning community that supports and encourages learners' aspirations and a strong sense of identity and belonging

Learn more through a rich and challenging differentiated curriculum, delivered by dedicated teachers and role models who engage and motivate learners to achieve their full potential

Do more with experiences and opportunities that spark curiosity, promote critical thinking and reflect educational excellence

Be more as they become adaptive, resilient, empathetic and creative world citizens

School context

Punchbowl Boys High School is a growing comprehensive high school situated in South West Sydney with a current enrolment of 507 students. The school has a culturally diverse student population with 96.4% of the boys being from language backgrounds other than English (LBOTE), being predominately Arabic, Pacific Islander and West African.

Key programs that have been established at the school to meet the diverse social and learning needs of our students include: the implementation of Positive Behaviour Intervention Support (PBIS) since 2009 that values Respectful, Responsible, and Safe Learners, Student Representative Council (SRC), Leadership Program, Debating Program, Year 11 Leadership Ski Camp and the Year 7 Mentoring program. Additionally, key areas of focus include: improving literacy and numeracy outcomes in NAPLAN, HSC results that demonstrate increases in student performance in the higher bands of achievement, whole school curriculum that is embedded with strategies that promote quality teaching and engaged learners, quality assessment informing all teaching and learning programs and maximising student attendance through strategic student wellbeing support strategies.

The school is a leader in promoting effective community partnerships and also in providing a safe and challenging learning environment valuing academic achievement, equity, respect and citizenship. The mission of Punchbowl Boys High School is for all students to be engaged in 21st century learning and achieve academic and /or vocational success.

School planning process

All members of the school community, staff, students and parent/caregivers are provided opportunities to contribute feedback to inform school planning. These include P&C meetings, staff meetings, executive conferences devoted to planning, and student focus groups.

In addition, a wide range of data collection methods and reflection tools have been employed to evaluate the 2012-14 school plan and to determine the school's future strategic directions. The process of evaluation is always inclusive, open and transparent, and encompassed the following:

- Analysis, interpretation and use of student performance data.
- Evaluation of a broad range of learning outcomes through teacher observations, assessment of work samples, internal tests and peer/self-assessment.
- Evaluation of specific areas of school practice including learning, teaching, school planning, management, school leadership and culture through surveys, interviews and special focus group discussions.
- Evaluation of the school's planning and development structures and processes, including curriculum delivery, staff training and development and communication through staff surveys, information collected through evaluations of School Development Days, professional learning activities and school events, routine supervisory practices including the Performance and Development Framework and through discussion of key programs and initiatives with all stakeholders.



School background 2015 - 2017



STRATEGIC DIRECTION

1

Creative Learners

Purpose:

Our students will graduate from our school as creative, independent thinkers and life-long learners.

They will be equipped to be adaptive, resilient and empathetic citizens and leaders who make a positive contribution to their community and beyond.

STRATEGIC DIRECTION

2

Educational Excellence

Purpose:

Our school will become a benchmark in educational excellence.

We will realise this through the collaborative and reflective design, delivery and continuous monitoring of a differentiated curriculum. The high priority given to evidence-based teaching strategies will ensure every student can achieve their full potential.

STRATEGIC DIRECTION

3

Innovative Leadership

Purpose:

Our school will focus the passion and commitment of staff, students, parents and the community to provide innovative leadership.

Through high expectations, transparent processes, capacity development, the strategic use of resources and a strong emphasis on research and data we will become a transformative force in boys' education.



Strategic Direction 1: Creative Learners

Purpose

Our students will graduate from our school as creative, independent thinkers and life-long learners.

They will be equipped to be adaptive, resilient and empathetic citizens and leaders who make a positive contribution to their community and beyond.

Improvement Measures

- By 2017, the school attendance rate average at or above 90.2% and will reflect the state average for all year groups.
- Evidence of a strong school wide behaviour system (PBL) which promotes core values and our school vision.
- By 2017, evidence from teaching and learning programs, extra-curricular activities and community users will reflect the use of creative flexible learning spaces developed across the school.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Students develop their awareness of cognitive, emotional, social, physical and spiritual wellbeing needs.

Staff:

Staff are equipped with strategies to motivate and engage students across a range of learning styles and environments.

Parents / Carers:

Parents / Carers are informed about Student Wellbeing Policy and practices to support learning.

Community Partners:

Community Partners are informed of opportunities to support student, staff and parent learning.

Leaders:

Leaders are supported with relevant, future focussed, research and evidenced based professional learning in order to lead programs which engage students in their learning.

Processes

How do we do it and how will we know?

Student Self Awareness Wellbeing Program

The school develops a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

Creative Flexible Learning Spaces

The school develops, through evidence based strategies and innovative thinking, school-wide shared learning spaces that deliver ongoing improvements in student outcomes.

Evaluation Plan

- Evaluation plan will initially involve a formative evaluation for the Student Self Awareness Wellbeing Program and Creative Flexible Learning Spaces projects. The plan will include a Process, Outcome, Economic and Research Evaluation. A summative evaluation will be conducted after the program has been operating long enough to demonstrate the intended outcomes.

Products and Practices

What is achieved and how do we measure?

Product:

- By 2017, the school attendance rate average at or above 90.2% and will reflect the state average for all year groups.
- Evidence of a strong school wide behaviour system (PBL) which promotes core values and our school vision.
- By 2017, evidence from teaching and learning programs, extra-curricular activities and community users will reflect the use of creative flexible learning spaces developed across the school.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- There is a school wide, collective responsibility for student learning and success as creative, independent and life-long learners.
- All teachers are actively engaged in developing students' ability to be adaptive, resilient and creative through the teaching and learning programs and extra-curricular activities.

Strategic Direction 2: Educational Excellence

Purpose

Our school will become a benchmark in educational excellence.

We will realise this through the collaborative and reflective design, delivery and continuous monitoring of a differentiated curriculum. The high priority given to evidence-based teaching strategies will ensure every student can achieve their full potential.

Improvement Measures

- By 2017, 100% of Year 9 students will show growth in Literacy and Numeracy NAPLAN Data.
- HSC Bands Data reflect an increase shift towards the higher bands.
- Improved assessment practices reflect effective and systematic feedback procedures across all Key Learning Areas.
- Curriculum programs and teaching practices across Key Learning Areas are aligned to effectively develop the knowledge, understanding and skills of all students.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Students learn to use assessment and feedback processes to reflect on their learning across all Key Learning Areas.

Staff:

Teachers develop their capabilities in setting transparent criteria for student assessment and feedback and have in place principles of consistency and moderation across all Key Learning Areas.

Parents / Carers:

Parents / Carers are developed in their understanding of what their children are learning and are trained to use feedback to support their child's progression to the next level.

Leaders:

Leaders are developed in their capacity to put in place systems and monitor practice in the delivery of effective feedback and connected learning opportunities across all Key Learning Areas.

Processes

How do we do it and how will we know?

Effective Feedback

The school embeds and makes explicit, systems for delivering effective feedback based on a clear understanding and utilization of assessments for learning, assessments as learning and assessments of learning to drive and sustain ongoing, school-wide improvements in teaching practice and student outcomes.

KLA Connections

The school embeds active partnerships across KLAs and works collaboratively to ensure continuity of learning for all students, providing extra-curricular learning opportunities which are significant, support student development and are strongly aligned with the school's vision, values and priorities.

Evaluation Plan

- Evaluation plan will involve a formative evaluation for the Effective Feedback and KLA Connections projects. The plan will include a Process, Outcome and Action research evaluation.

Products and Practices

What is achieved and how do we measure?

Product:

- By 2017, 100% of Year 9 students will show growth in Literacy and Numeracy NAPLAN Data.
- HSC Bands Data reflect an increase shift towards the higher bands.
- Improved assessment practices reflect effective and systematic feedback procedures across all Key Learning Areas.
- Curriculum programs and teaching practices across Key Learning Areas are aligned to effectively develop the knowledge, understanding and skills of all students.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Students use reflection on assessment and reporting processes and feedback to plan learning.
- Teachers take responsibility for using assessment data to monitor achievement and gaps in student learning and to inform planning for particular student groups and individual students.
- Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Strategic Direction 3: Innovative Leadership

Purpose

Our school will focus the passion and commitment of staff, students, parents and the community to provide innovative leadership.

Through high expectations, transparent processes, capacity development, the strategic use of resources and a strong emphasis on research and data we will become a transformative force in boys' education.

Improvement Measures

- All staff will produce Performance and Development Plans in alignment with Australian Professional Standards for Teachers and school's strategic directions.
- By 2017, an increase in student leadership opportunities of which 20% of students in each cohort will participate in a leadership opportunity on an annually rotated basis.
- By 2017, all Key Learning Areas and school practices are aligned with the School Excellence Framework (baseline to be determined in 2015).

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Students are developed in having an awareness of their 'student voice' as leaders of their own learning.

Staff:

Staff are trained to use the School Excellence Framework to assess school progress towards excelling in the three elements and to identify their leadership strengths and areas for development.

Parents / Carers:

Parents are informed of evaluation processes to review school policies and practices.

Community Partners:

Community Partners are informed on school context and leadership development needs.

Leaders:

Leaders are trained in instructional and systematic leadership promoting and modelling effective, evidence-based practice.

Processes

How do we do it and how will we know?

Teacher and Student Leadership

The school develops processes to build the leadership capacity of teachers and students to draw on and implement evidence based research to improve their performance and development and to lead their own learning.

Systems Leadership

The school develops systems for succession planning, leadership development, workforce planning, financial planning and administrative practices which communicate explicit information about the school's functioning to promote ongoing improvement.

Evaluation Plan

- Evaluation plan will initially involve a formative evaluation for the Teacher and Student Leadership and Systems Leadership projects. The plan will include Program Reviews, Monitoring and Auditing evaluations. A summative evaluation will be conducted after the program has been operating long enough to demonstrate the intended outcomes.

Products and Practices

What is achieved and how do we measure?

Product:

- All staff will produce Performance and Development Plans in alignment with Australian Professional Standards for Teachers and school's strategic directions.
- By 2017, an increase in student leadership opportunities of which 20% of students in each cohort will participate in a leadership opportunity on an annually rotated basis.
- By 2017, all Key Learning Areas and school practices are aligned with the School Excellence Framework (baseline to be determined in 2015).

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Staff have purposeful leadership roles based on professional expertise.
- Students are self-aware and build their capacity to take leadership of their learning.
- The school uses evidence-based strategies, transparent systems, innovative thinking and contextual considerations in all decision making leading to school improvement.