School vision statement

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

**Dream more (Engage)** in a learning community that supports and encourages learners' aspirations and a strong sense of identity and belonging.

**Learn more (Educate)** 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 (Empower)** with experiences and opportunities that spark curiosity, promote critical and creative thinking skills and reflect educational excellence.

**Be more (Excel)** as they become adaptive, resilient, empathetic and proactive world citizens.

School context

Punchbowl Boys’ High School is a growing comprehensive high school situated in South West Sydney. The school has a culturally diverse student population with 99.6% 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 learning and social needs of our students include: the implementation of holistic wellbeing programs that values Respectful, Responsible and Safe Learners, Student Representative Council (SRC), Leadership Programs, Debating Programs, Year 11 Leadership Ski Camp and the Year 7 induction program. Additionally, key areas of focus include: high growth in 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 within Frameworks that promote quality teaching and engaged learners, quality assessment informing all teaching and learning programs and maximising student attendance through strategic student academic and social support strategies.

The school is a leader in promoting educational community partnerships, boys education 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, critical and creative thinking 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, student focus groups, school teams devoted to establishing proactive programs to engage, educate, empower and excel student achievement.

In addition, a wide range of data collection methods and reflection tools have been employed to evaluate the 2018–20 school plan and to determine the school’s future strategic directions. The process of evaluation is always inclusive, open and transparent, and encompasses 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 strategic directions 2018–2020

**STRATEGIC DIRECTION 1**
**ENGAGE**–A Sharing Learning Community

Purpose:
Our school will establish a creative teaching and learning culture that will focus students’ attention on their learning and achievement through high expectations, strong teacher–student relationships, clarity and explicit teaching, active learning, encouragement and praise and consistent corrections and consequences. (Grattan Institute Report 2017)

The school will embed the ‘Empower Me’ pro–social skills program to engage students in the learning cycle as they work towards learning and social outcomes.

Our students will work towards making the transition from our school to the wider community as creative, critical, independent thinkers and lifelong learners.

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

**STRATEGIC DIRECTION 2**
**EDUCATE**–A Creative Teaching Culture

Purpose:
Our school will work towards embedding an ‘Elements of Learning and Achievement’ framework which emphasises the skills required to be a lifelong learner in today’s ever–changing society. (The Elements of Learning & Achievement, The Australian Curriculum – General Capabilities)

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. The school will collaborate with key partnerships and organisations across the wider community to engage, educate and empower students towards academic and social success.

**STRATEGIC DIRECTION 3**
**EMPOWER/ EXCEL**–Innovative Leadership

Purpose:
Our school will focus the passion, talents, commitment of staff, students, parents, caregivers, community members and key partnerships to provide innovative leadership and student success.

This will be achieved through the support of consistent self–awareness, resilience and wellbeing practices and processes for all members of the school learning community to initiate their development and implementation of new skill sets and tools.

Members of the school community will become more self–aware, build positive relationships, innovative leadership capacity and actively contribute to the school’s vision and the community. This will be provided through innovative leadership opportunities and the promotion of student success. “School leaders will enable a self–sustaining and self–improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.” (School Excellence
## Strategic Direction 1: ENGAGE–A Sharing Learning Community

### Purpose

Our school will establish a creative teaching and learning culture that will focus students’ attention on their learning and achievement through high expectations, strong teacher–student relationships, clarity and explicit teaching, active learning, encouragement and praise and consistent corrections and consequences. *(Grattan Institute Report 2017)*

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

### Improvement Measures

- The school attendance rate at average or above reflective of the state average for all year groups.
- Students will have access to flexible learning spaces across the school to increase the value added trend data.
- All staff use, implement, consolidate, review and evaluate the ‘Empower Me’ pro social skills program.
- Number of new and upgraded classrooms.
- Increased proportion of students reporting a sense of belonging, expectations for

## People

### Students

Students develop an understanding of how the ‘Empower Me’ pro social skills program supports their awareness of cognitive, emotional, social, physical, spiritual and wellbeing needs.

### Staff

Staff engage in professional development in the ‘Empower Me’ pro social skills program to explore and develop strategies to motivate and engage students across all Key Learning Areas and promote a critical and creative teaching and learning culture.

### Parents/Carers

Parents / Caregivers will gain an understanding of how the ‘Empower Me’ pro social skills program empowers student engagement in working towards learning and social outcomes.

### Community Partners

Community Partners are active participants in providing opportunities to support students, staff and parent/caregivers to enhance their learning and achievement.

### Leaders

Leaders support opportunities for evidenced based professional learning in order to enhance delivery of the ‘Empower Me’ pro–social skills program.

## Processes

### Student Wellbeing Program–Empower Me!

The school introduces a tailored framework that is comprehensive and inclusive focusing on the cognitive, emotional, social, physical and spiritual wellbeing of students.

### Creative Flexible Learning Spaces

The school develops, through evidence based strategies and innovative thinking, school–wide flexible learning spaces.

### Evaluation Plan

The school will use a number of data instruments to evaluate the effectiveness of the School Plan 2018–2020 including school surveys, staff interviews, student plans and meeting minutes.

Review of attendance and suspension data.

Data on collaboration with community analysed and aligned to student engagement.

Student data on use of flexible learning spaces.

## Practices and Products

### Practices

A school wide, collective responsibility for student learning and success as adaptive resilient, creative and critical thinkers and life–long learners.

Providing proactive learning opportunities which are significant, support student development and are strongly aligned with the school’s vision, values and priorities.

The ‘Seven Elements of Expectation’ within the ‘Empower Me’ pro social skills program is used across the school community.

### Products

Students will access flexible learning spaces across the school.

Teaching and learning programs, extra–curricular activities and school partnerships will reflect the use of creative flexible learning spaces across the school.

Staff have an understanding of the key concepts of the ‘Empower Me’ pro social skills program to facilitate self–awareness, best choice, positive actions, healthy relationships and mindfulness through reflection.
### Strategic Direction 1: ENGAGE—A Sharing Learning Community

#### Improvement Measures

- success and advocacy at school.
### Purpose

Our school will work towards embedding an ‘Elements of Learning and Achievement’ framework which emphasises the skills required to be a lifelong learner in today’s ever-changing society. (*The Elements of Learning & Achievement, The Australian Curriculum – General Capabilities*)

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. The school will collaborate with key partnerships and organisations across the wider community to engage, educate and empower students towards academic and social success.

### Improvement Measures

- **Year 9 students will show personal growth within Literacy and Numeracy bands in NAPLAN.**

- **HSC Bands Data reflects an increased shift towards the higher bands.**

- **Evidence of community collaboration to increase the quality of real-world learning opportunities for students.**

- **All teaching and learning programs will show consistent implementation by all staff of the ELA framework.**

### People

#### Students

Students are engaged in an educational framework working towards developing Literacy, Numeracy, Independent Living, Health and Wellbeing, Actions and Choices, 21st Century learning and Global Citizenship under the ELA (Elements of Learning and Achievement) framework.

#### Staff

Staff are trained in developing capabilities using the Elements of Learning and Achievement framework to improve student engagement.

#### Parents/Carers

Parents / Caregivers gain an understanding of the ELA framework to support their child’s engagement in working to academic and social success to encourage lifelong learning.

#### Leaders

Leaders are developed in their capacity to establish systems and monitor practice in the delivery of educational frameworks to connect learning opportunities across all Key Learning Areas.

### Processes

#### Elements of Learning and Achievement Framework (ELA)

The school develops and implements an explicit, systematic learning framework to promote the delivery of teaching programs.

**Seven Pillars of the “Elements” framework**

- Literacy
- Numeracy
- Wellbeing
- Transition
- Sports/Creative Arts
- 21st Century Learning
- Global Citizenship

#### Learning Connections

The school establishes active partnerships across the school community and works collaboratively to ensure continuity of learning for all students.

### Evaluation Plan

Teaching and learning programs and items of NESA/VET compliance for each faculty are reviewed each term by senior executive through structured agenda items.

Analysis of NAPLAN, HSC, Sentral and class assessment data.

The school will use a number of data

### Practices and Products

#### Practices

- Students reflect on feedback to monitor and plan future learning.

- Implement and evaluate an Elements of Learning and Achievement Framework to engage students in the learning cycle.

- Effective and systematic feedback procedures across all KLA’s.

#### Products

- The Elements of Learning and Achievement framework is embedded across the school.

- Students will show growth within NAPLAN and HSC bands.

- Work readiness programs have been established across the school.
## Processes

Instruments to evaluate the effectiveness of the School Plan 2018–2020 including school surveys, staff interviews, student plans and meeting minutes.

Classroom observations and assessment data identify the alignment of teaching and learning programs and teaching practice against the ELA framework.
## Strategic Direction 3: EMPOWER/EXCEL– Innovative Leadership

### Purpose
Our school will focus the passion, talents, commitment of staff, students, parents, caregivers, community members and key partnerships to provide innovative leadership and student success.

This will be achieved through the support of consistent self-awareness, resilience and wellbeing practices and processes for all members of the school learning community to initiate their development and implementation of new skill sets and tools.

Members of the school community will become more self-aware, build positive relationships, innovative leadership capacity and actively contribute to the school’s vision and the community. This will be provided through innovative leadership opportunities and the promotion of student success. Study leaders will enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. (School Excellence Framework).

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>School Leadership</td>
<td>Practices</td>
</tr>
<tr>
<td>Students will engage in a variety of learning and social opportunities to develop as leaders across the school and broader community.</td>
<td>The school builds the leadership capacity of staff and students drawing on and implementing evidence based research.</td>
<td>Teaching Staff Personal Development Plans will drive their accreditation and maintenance of accreditation.</td>
</tr>
<tr>
<td>Staff</td>
<td>School Systems</td>
<td>The school uses evidence based strategies, transparent systems and innovative thinking to lead school improvement linking the School Excellence Framework.</td>
</tr>
<tr>
<td>Staff will gain an understanding of the School Excellence Framework to assess through the collection of evidence, school progress towards excelling in the three elements of learning, teaching and leading.</td>
<td>The school develops systems for succession, leadership development, workforce, financial and administrative planning and practices aligned to the School Excellence Framework.</td>
<td>All School Administrative Support Staff will have developed an understanding of the purpose of and need for Professional Development Plans.</td>
</tr>
<tr>
<td>Parents/Carers</td>
<td>Evaluation Plan</td>
<td>Staff have an understanding of their professional development needs to develop leadership capacity.</td>
</tr>
<tr>
<td>Parents and caregivers are informed of evaluation processes to support the achievement of milestones within the school plan.</td>
<td>The school will use a number of data instruments to evaluate the effectiveness of the School Plan 2018–2020 including school surveys, staff interviews, student plans and meeting minutes.</td>
<td>Teachers have the capacity to collect evidence to monitor student progress and school milestones.</td>
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<tr>
<td>Community Partners</td>
<td></td>
<td>Products</td>
</tr>
<tr>
<td>Community partners collaborate with members of the school community to provide leadership opportunities for students and staff.</td>
<td>All staff including School Administrative Support Staff have developed Performance and Development Plans in alignment with the Professional Standards, Capabilities Framework and the school’s strategic directions. Structure to support leadership opportunities for students across each year level.</td>
<td></td>
</tr>
<tr>
<td>Leaders</td>
<td></td>
<td>Staff will develop innovative leadership through proactive engagement in School Excellence Framework.</td>
</tr>
<tr>
<td>Leaders will promote and recognise leadership opportunities across the school community to encourage innovative leadership practices to improve learning and social outcomes.</td>
<td>Key Learning Areas, school practices and goals will demonstrate evidence to align</td>
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### Strategic Direction 3: EMPOWER/ EXCEL– Innovative Leadership

#### Improvement Measures

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<th>Students across each year level.</th>
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<td>Key Learning Areas, school practices and goals will demonstrate evidence to align with the School Excellence Framework.</td>
</tr>
<tr>
<td>Identification of the number of staff seeking leadership opportunities.</td>
</tr>
</tbody>
</table>

#### Practices and Products

- with the School Excellence Framework.
- A structure to support the implementation of leadership opportunities for aspiring School Leaders.