

# Putney Public School

## Annual Report



2016



2913

## Introduction

The Annual Report for 2016 is provided to the community of Putney 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 school 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.

Ms Rhonda Russom

Principal

## School contact details

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9807 6255

## Message from the Principal

Putney Public School has an enrolment of 482 students from Kindergarten through to Year 6. Across the 19 classes there are 239 boys and 243 girls, representing 22 nationalities. 38.% of students come from non-English speaking background with the three main nationalities being Greek, Mandarin and Korean. Students are supported in their learning by a professional and caring staff who work collaboratively to provide students with the skills and capabilities needed to be successful learners, prepared for the challenges of the future.

In this, the second year of the implementation of the school's three year plan, we have worked closely with the school community to develop strategies reflective of the aspirations of all stakeholders, resulting in an exciting and rewarding year for students, teachers and parents.

Shared learning opportunities, research and significant whole school professional learning opportunities has resulted in a renewed focus on teaching practices that put the student at the centre of all learning. Students have daily access to a wide range of ICT options as part of daily teaching and learning programs.

I retire at the end of 2016. I thank the school and community for a wonderful 15 years and wish everyone every success for the future.

Ms Rhonda Russom

Principal

## Message from the school community

The Putney Public School P & C Association continued its support of the students and staff at Putney Public School across 2016. This support was delivered by dedicated, enthusiastic and caring volunteers in the following ways: successful management of second hand uniform sales and organisation of the LOWES School Uniform Contract; organisation of school functions – Mother's Day breakfast and stall, Father's Day breakfast and stall, fundraising and opening of the new multi-purpose court; support and organisation of the Twilight Markets; the disbursement of funds to Putney Public School for a variety of projects; the introduction of new accounting systems for P&C accounts; parent representation on selection panels for the appointment of the teachers to the school; management of Book Club, management of School Banking; and, operation of the school canteen.

Our P&C has wonderful working relationships with Putney parents/carers, staff, POOSH Committee and our local and wider school communities. Across 2016 we strengthened existing relationships with local businesses and worked to develop new relationships too.

The P&C continued its financial support of the school through the generosity of our parents and carers, the second hand uniform sale and local business sponsorships. In 2016 the P&C worked hard with POOSH and the school to see the completion of the multi-purpose court with joint funding and again with joint funds for the new garden development in the 3-6 playground area due commence shortly. Our personal thanks to the members of the 2016 Executive and subcommittees who have been so giving with their time, effort and commitment.

Putney Public School would not be the school it is today without the dedication, commitment and professionalism of our staff. The students, parents/carers and wider school community are so fortunate to have all of them at our school.

POOSH has provided excellent care for the 220 students enrolled in care either before, after school or both. They have 165 families registered for care from Putney Public School who use the facilities on a regular basis. Over the past year the POOSH team have increased in capacity to 120 placements and will reach this figure in 2017. The team of dedicated staff have provided exceptional out of school hours care for our families. POOSH strive to create a safe and happy environment for the students and families constantly updating equipment and games for all to enjoy.

Both the P & C and POOSH Executives take this opportunity to wish Ms Russom farewell and hope she enjoys her retirement in 2017.

Michele Beaumont

On behalf of P&C President and POOSH President

# School background

## School vision statement

We empower students to be responsible citizens who are innovative learners and collaborative problem solvers. We immerse students in an engaging learning environment in partnership with the school community.

## School context

Putney Public School is situated close to the Parramatta River in Ryde and provides quality education in a supportive and stimulating learning environment. Educational programs are well resourced. Air-conditioned classrooms are equipped with the latest technology to enrich student learning. Students have access to IWBs, computer laboratory, and video conferencing. iPads and laptops feature in all classrooms. Students are supported in their learning by a dedicated, caring staff. Teacher professional learning initiatives focus on school and Departmental priorities and promote a culture of close collaboration through shared planning processes and a whole school commitment to continual reflection and improvement. The school and community has high expectations of students and values the wide variety of curricular and extra-curricular opportunities offered to students on the sporting field, in the arena of creative and performing arts as well as for key learning areas. The school environment is welcoming, offering a five day a week before and after school care centre on site as well as a four day a week canteen service, coordinated through the Putney P&C Association. The school serves an interested and committed parent body who are actively engaged in the daily life of the school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

#### Learning

The area of student wellbeing was a prominent feature across the school during 2016 through the full implementation of the You Can Do It (YCDI) program, promoting resilience, organisation, getting along, persistence and confidence. Supported by an on-line parent program, the YCDI program is already delivering a change in the way students learn and view their learning. The language of the program is now used regularly by students on a daily basis and there is a sound understanding of the principles and habits of the mind that underpin the program. Regular reflective practices during the year have led students towards being able to set meaningful and achievable goals for their learning. The collaborative culture of the school and the collegial manner in which all stages work together ensures constructive conversations. Curriculum delivery integrates technology, the library and information services as an integral part of learning. Positive respectful relationships between all members of the school and the community are fostered through regular, meaningful communication structures, including class parents' forums, held twice a term. These forums provide opportunities for parents to discuss key school issues, participate in decision making and understand how the school plan guides the development and implementation of school initiatives.

#### Teaching

All classrooms are well managed, with well planned teaching practices evident. Active engagement of students in their learning was facilitated by project based learning which puts students at the centre of all learning. Self Organised Learning Environment (SOLE) is utilised in all classrooms in Years 3 – 6 to empower students to develop understanding of a topic or concept and present their findings to the class, often using technology. Regular school based professional learning ensures the milestones in the school plan are systematically addressed and student outcomes evaluated. All staff attend fortnightly professional development sessions to support the implementation of programs as identified in the school plan and milestones for 2017. Teachers work collaboratively, sharing knowledge and information readily. The implementation of the Professional Development Framework incorporating systematic staff performance and review has provided teachers with the opportunity to focus on professional development targeted specifically to personal goals set for the year.

#### Leading

Leadership capacity is developed through distributive leadership opportunities offered throughout the school. The Executive Leadership team meet regularly and lead their teams with clear purpose and direction. Staff, students and parents are welcomed and engaged in the development and implementation of the school's vision statement and the three year school plan 2015-2017. The school plan aligns to Departmental and school priorities and features clear processes with accompanying time frames and milestones. Evaluation and review practices are embedded each term through consultation with the Executive Leadership team. Community and class parent meetings were well attended and conversations lively and engaged with topics for discussion including student wellbeing and the new you Can do It Program and School Behaviour Code, problem based learning and the implementation of SOLE and processes for assessing and reporting student progress to parents. The school utilises innovative thinking to continually explore best practice. In partnership with Macquarie University, Big History Prime Program continued this year with all Year 4 students participating in the program. Achievements were celebrated with parents and a video was made to recognise the high levels of understanding attained by students. Staff teams led the implementation of new curriculums this year, including History and Geography. Distributive leadership across the stages of learning ensures that teachers develop the knowledge and skills required to fully implement Departmental documents.

Our self-assessment process will assist the school to refine the strategic priorities in our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Create high performing students and a dynamic learning environment

### Purpose

To improve student learning outcomes through the implementation of a curriculum that builds 21st century learning skills. Authentic tasks, incorporating technology, will inspire and challenge students to think creatively.

### Overall summary of progress

Staff professional learning throughout the year focussed on the implementation of student centred pedagogy to provide opportunities for students to become increasingly independent, articulate learners. Staff collaborated in stage teams to develop *I Can* statements, displayed in all classrooms K-6 on data walls and based on the literacy and numeracy continuums. Students learnt to plot their progress and reflect on their learning, setting short term goals.

An inquiry based approach to learning through the use of *self organised learning environment* (SOLE) across Years 3-6 was introduced, providing students with opportunities to develop, explore concepts and big questions and present their findings to their classmates. This was also linked closely with a problem solving approach in library lessons.

Ability grouping for mathematics was introduced with the support of SLSO's and parents working closely together with teachers in maths sessions. Student progress across the school was mapped using PLAN, indicating the success of the program. PLAN was also used to plot student progress in literacy and drive planning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School and national data reflects expected growth from Years 3– 5.	Students independently strive to reach goals and progress on literacy and numeracy learning continuums. Effective use of PLAN to track student achievement and plan for the future. NAPLAN results for years 3 and 5 continue to be above state level for both literacy and numeracy.	Literacy and Numeracy Grant : \$20734.00
Percentage of disengagement in IPI's decreases from 12% to 6% and students active, engaged learning and learning engagement increases to 30%.	<p>The introduction of Big History Prime stimulated student interest in the big questions about the history of the universe through a problem solving, student centred approach to learning.</p> <p>This pedagogical change utilised across the school with students at the centre of decision making, resulted in a reduction in disengagement in the Instructional Practice Inventory (IPI ) conducted on 8 June 2016. Disengagement was reduced to 6.98%, an improvement of 5.44% from 24 March 2015.</p>	<p>Allocation of funds fully expended to support staff professional development relating in particular to pedagogical change. \$ 22884.94</p> <p>Quality Teaching Successful Students entitlement was also utilised to support this change in classroom practice across the school. Three demountable classrooms were out fitted with flexible furniture in Term 2 providing students with the opportunity to take responsibility for their learning space. \$15000.00</p>

### Next Steps

A focus on the use of a planned approach to assessment and data analysis allowing students to set SMART goals and plan for their future learning. Use of consistent teacher judgement to review and refine assessment tasks .Use of rubrics to assist students to achieve their maximum potential. Three way conferencing introduced to Stage 3.

Existing merit system strengthened to provide for recognition of students successes particularly in relation to goal setting.

Authentic project based learning included as part of homework grids across the school.

Big History Prime continues with Year 4 students for 20 weeks during Terms 2 and 3.

Library projects linked to classroom focus through collaborative planning and sharing sessions.



## Strategic Direction 2

Embed quality leadership frameworks & organisational innovation

### Purpose

To implement a consistent and high quality infrastructure to support students and staff learning, To further develop leadership capacity of staff in a supportive, collaborative culture where teachers engage in professional development, aligned to the National Standards for teachers.

### Overall summary of progress

Communication systems across the school were reviewed, resulting in changes to weekly staff communication, a redeveloped school website and a more visual approach to the school newsletter. The Learning and Support team established enhanced practices to effectively communicate student progress in both written and verbal form. Early identification of learning needs and intervention has provided a stronger, more focussed support to individual students in partnership with their parents.

Staff professional development focussed on developing the skills and knowledge to place students at the centre of all learning through a problem solving approach. Staff attended workshops, network meetings and conferences, and collaborated in grade and stage teams to implement change in their classrooms.. The implementation of the new History and Geography syllabuses through a conceptual planning approach has proved to be an effective implementation strategy.

The implementation of the Performance Development Framework led staff to reflect personally on their goals for the year. Regular and effective monitoring and feedback processes are established to discuss progress, support and plan for the future..

Staff members actively engaged in the planning processes and routinely monitor and evaluate milestone implementation and impact. The school community was actively engaged as part of this process through class parents' forums during the year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School resources applied strategically across the school to support student learning.	All staff members contribute to school planning and actively participate in reviewing progress on the milestones and their impact.  Finance committee supports the transition to LMBR during the year with parent and staff representation.  Computer technician employed to manage ICT infrastructure across the school.  Funds allocated to support the first phase of playground improvements in conjunction with P&C Association and Putney OOSH.  Funds allocated to support signage for the new YCDI wellbeing program.	Technician : \$18,000  Playground Plan : \$20000.00  YCDI: \$ 10,000.00
100% of staff members actively participate in tpl /mentoring programs related to personalised goal setting as part of the Performance and Development Framework (PDF),	All staff members have a performance development plan based on the new Departmental policy. Staff have been mentored throughout the year and are learning to drive their plans and seek feedback.	Quality Teaching Successful Student entitlement ( QTSS ).

### Next Steps



New finance committee established with responsibilities to set targets for the year and assist in the preparation of budget guidelines.

Use of PLAN data K- 6 to continue to inform teaching and to also provide feedback to parents. about student progress in literacy and numeracy.

Introduction of new program to support student literacy development : Mac Lit.

Review of staff induction practices and processes. to ensure consistency with Departmental WHS requirements.

Implementation of the second year of the school Implementation timeline for the Professional Development Framework.

### Strategic Direction 3

Work in partnership with the school and wider community to support students to be responsible and productive citizens

### Purpose

To provide students with the skills and experiences to build resilience and a social conscience in order to value learning and lead happy, productive lives. To increase community support of school programs through building effective partnerships.

### Overall summary of progress

A school wide focus on the full implementation of the You Can Do It ( YCDI ) program has provided a consistent approach to teaching and learning in the area of wellbeing. There have also been significant observable changes in behaviour and attitudes towards learning. Respectful relationships are fostered through specific guided weekly lessons featuring the skills of resilience, confidence, getting along, persistence and organisation along with the habits of the mind that underpin these skills. Student success charts, designed by students, were introduced in Semester 2 and have provided increased incentive for students to work towards achieving milestones. An online parent program was introduced, providing parents with the opportunity to follow up lessons and skills at home. Feedback from parent Information sessions indicate strong support for this program.

Class parents' forums were held twice a term with up to 15 parents in attendance . Agendas were negotiated and time provided for formal presentations by the Principal, executive staff or teachers, depending on the topic for discussion. Informal discussions featured at each meeting as well. A class parent liaison role was established providing class parents with an additional level of assistance. Parent feedback was extremely positive and genuine respectful relationships were established as a result of these meetings.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Participation of a minimum of 25% of the targeted parent body attending planned learning sessions and the establishment of meaningful links with the wider community.	Class parent forums held each term during the year attended by a minimum of 25% of nominated parents. Topics for discussion varied but included school plan, Discipline and student wellbeing, School Excellence Framework and the YCDI program.	
Clear and concise well - being structures consistently implemented throughout the school.	YCDI program fully implemented in 2016. Parent modules for the YCDI program launched. Student Success charts commenced Semester 2.  New K-6 Behaviour Code successfully implemented in Term 4.	YCDI Signage :\$15000.00

### Next Steps

Establish new communication structures for the student council to empower them to drive change. Support student leaders and councillors to develop goals to assist them in their roles.

Review the implementation of the scope and sequence of the YCDI program and collect and analyse data from Student Success Charts. Communicate successes with parents and the wider community.

Continue class parents' meetings throughout the year.

Create a community data base of skills.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Progress was monitored throughout the school year. Coaching and feedback by classroom teacher resulted in improved grades in literacy in particular.	\$438.00
<b>English language proficiency</b>	Staff expertise was fostered during semester 1 through visits / field trips to other metropolitan schools demonstrating best practice. Students' confidence in both written and spoken language was significantly improved by small group and individual tuition as well as in class support.	Temporary EAL/D teacher was employed to implement the program throughout the year. Additional signage and ICT resources were purchased ( \$1500) to assist workshop tuition. Small group and individual lessons were developed in consultation with classroom teacher. \$30235.00  • Low level adjustment for disability (\$30 235.00)
<b>Low level adjustment for disability</b>	Weekly Learning and Support meetings provided regular sharing of information, updates on student progress and behavioural needs. Referrals responded to in a timely manner and consultation with parents was embedded as part of the process of developing individual plans.  Students learning and behavioural needs were supported with both playground and classroom support and intervention. The Mini Lit program provided support to Year 1 students reading below grade level, providing individual programs to develop phonological and comprehension skills.	Allocated resources expended to support students in the classroom and playground through the employment of Student Learning Support Officers ( SLSO) throughout the year.  \$24,865.00
<b>Quality Teaching, Successful Students (QTSS)</b>	Team teachers established collaborative practices and implemented innovation through the use of SOLE as a weekly focus in all Stage 2 and 3 classrooms. Students developed confidence in their ability to plan, research and present findings in a meaningful manner. The level of proficiency in students' use of ICT showed significant improvement as they explored a wider range of options, learning from each other as they viewed presentations by their peers. Teachers appreciated the opportunity to be provided with support through coaching and mentoring from members of the Executive Leadership team to achieve their personal goals and receive constructive feedback to plan for the future. Collaborative practices allowed teachers to jointly plan and observe each others lessons. Units of work were developed, implemented and evaluated. Three beginning teachers submitted their accreditation reports in Term 4 and await the outcome.	The school utilised a total of 29 days of QTSS entitlement.

<b>Socio-economic background</b>	All students enrolled at the school had full access to services and opportunities provided by the school. Feedback from parents at class parents meetings attests to the positive relationships developed through the support provided throughout the year. Students on Individualised Learning Plans were provided with SLSO support throughout the year. Assessments in Term 4 by the Learning and Support teacher indicate that the targets for these students were met through adjustments to learning. Parent feedback in review meetings indicate that engagement in learning increased and students were more confident in their abilities.	Student Assistance :\$8678.00 Learning and Support :\$7000.00
<b>Support for beginning teachers</b>	All three teachers have valued the opportunity to work closely with executive staff to support them in planning for the specific needs of the students in their class, develop a plan to achieve their personal goals, and implement strategies for assessment and report writing. All teachers have submitted her accreditation file to the TAA for approval. All three teachers have developed their skills and confidence through the provision of time and support. Strong collegial bonds have developed between staff through this mentoring process.	\$17458.62
<b>Targeted student support for refugees and new arrivals</b>	The students demonstrated the confidence to join in small group conversations and developed the basic skills in sentence construction.	Refugee support :\$711.00
<b>Literacy and Numeracy Grant</b>	Teachers from all stages across the school are utilising PLAN software to track student progress and support student learning in literacy and numeracy. Students are taking an active role in their own skill development in these basic skills areas and are becoming very competent in articulating what they know as demonstrated at Open Day during K-6 Student Led Reporting sessions. Students relished the opportunity to lead discussions with their parents identifying skills and knowledge gained. Feedback from parents overwhelmingly supported this practice, finding they gained an excellent understanding of their child's academic, social and emotional growth during these sessions.	\$20734.00

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	238	230	228	239
Girls	229	242	253	243

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.4	96.3	96.7	96.4
1	95.7	95.1	96.3	95.5
2	96	96.8	95.6	96.5
3	96	96.2	95.9	96.4
4	95.5	95.7	95.1	95.7
5	96.5	96.9	95.9	96.1
6	93.1	95.6	95.8	95.3
All Years	95.7	96.1	95.9	96
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

All school staff are responsible for monitoring regular attendance of students consistent with the school and DoE policy. Class rolls are marked daily. Full and partial absences and late arrivals are recorded, the Principal informed if a pattern of non-attendance develops and parents contacted. Executive staff and the Home School Liaison Officer ( HSLO ) monitor the rolls regularly.

Student attendance across all grades has remained consistently above state average for the last four years.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.6
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	3.48
Other Positions	0.18

The school is staffed with one principal, 4 assistant principals and 15 classroom teachers. The school is also staffed with a total of 7 days part time / RFF staff and three school administrative and support staff. The school counsellor is based at Putney Public School, servicing the school 3 days a fortnight and attending other schools on remaining days.

The Australian Education regulation 2013 requires schools to report on Aboriginal composition of their workforce. At Putney Public School this year there are no staff employed with Aboriginal background.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

### Professional learning and teacher accreditation

Teacher professional learning at Putney Public School has been facilitated through:

- Regular teacher professional learning meetings facilitated by executive, team leaders, committee members and visiting professionals with a focus on developing teacher expertise in a range of areas as identified in the 2015-7 School Plan and attended by all staff members;
- A wide variety of external and online courses related to teachers' personal goals, accreditation requirements and DoE mandated training;
- All teaching staff participate in Staff Development Days at the commencement of Terms 1, 2 and 3 and two on the last days of Term 4.

Focus areas for teacher professional learning during the year include:

- Five staff attended the *I on the future 4* conference

to hear international keynote speakers including Eric Mazur and Ron Berger speak about excellence in innovation;

- All Stage 1, 2 and 3 staff participated in collaborative planning sessions related to the use of PLAN;
- All staff participated in planning for the introduction of grade based mathematics groups this year;
- All staff participated in the development of reflective practices for students, sharing best practice with colleagues leading to meaningful goal setting as a regular classroom practice;
- All staff participated in the development of the You Can Do It! Program and new School Behaviour Code led by the Student Wellbeing committee;
- All staff participated in workshop sessions led by members of the Learning and Support team to develop Individual learning Plans and assessment strategies to support students;
- Three new scheme teachers prepared for accreditation at proficient level through participation in mentoring programs, collaborative planning and attended external courses to support the process.

All staff members attended the 5 staff development days. The focus across these days included mandatory training in Child Protection, anaphylaxis and CPR; data collection through the use of PLAN software; grade based sharing sessions with a focus on reflective classroom practices and student goal setting; use of literacy and numeracy continuums to support student learning; supporting students with Autism Spectrum Disorder and Vision impairment; community engagement; and, collaborative planning in preparation for the implementation of the third year of the 2015-2017 School Plan.

The total expenditure for teacher professional learning in 2016 was \$22884.94. This amount includes tied professional learning funds as well as school funded professional learning. The average expenditure per teacher was \$880.19.

The total expenditure for school administrative and support staff ( SASS) was \$4157.91. The average expenditure was was \$831.58

Three teachers worked throughout the year towards the Proficient teacher level of accreditation with the Board of Studies, Teaching and Educational Standards (BOSTES). They were guided by their supervising Assistant Principals to collect evidence and demonstrate that they were meeting the standard descriptors as outlined in the Australian Professional Standards for Teachers. The development of well-planned teaching and learning experiences accompanied by lesson observations and reflections provided an opportunity for the teachers to reflect constructively about their teaching and strengthen their performance. Three teachers completed the process and submitted their reports before the end of the year.

## Financial information (for schools using both OASIS and SAP/SALM)

The balance carried forward includes :

- unpaid orders totalling \$50276.60
- Unpaid casual salaries totalling \$17403.39
- Funds allocated for asset replacements totalling \$30000.00
- Funds allocated for additional assets to be purchased in 2017, including office fitout, hall curtains, blinds for two demountables, classroom furniture and refurbishment of playground area 3: totalling \$143.00.00.

Income	\$
<b>Balance brought forward</b>	<b>284 633.00</b>
Global funds	345 633.00
Tied funds	194 044.00
School & community sources	281 348.00
Interest	4 447.00
Trust receipts	25 697.00
Canteen	0.00
Total income	1 135 803.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	61 862.00
Excursions	58 822.00
Extracurricular dissections	76 292.00
Library	4 114.00
Training & development	0.00
Tied funds	145 835.00
Short term relief	72 060.00
Administration & office	94 136.00
School-operated canteen	0.00
Utilities	43 438.00
Maintenance	65 469.00
Trust accounts	25 697.00
Capital programs	50 767.00
Total expenditure	698 497.00
<b>Balance carried forward</b>	<b>437 306.00</b>

The information provided in the financial summary includes reporting from &lt;insert date> to 31 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

- The school finance committee meets each term to support the processes in place for financial governance. The committee has staff and parent representation.
- Program managers of target committees and working parties responsible for budgets, report to the Executive each term to ensure targets being set in the school plan are being met and expenditure and directions for the forthcoming term are on track.

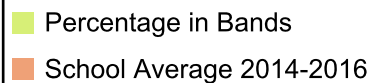
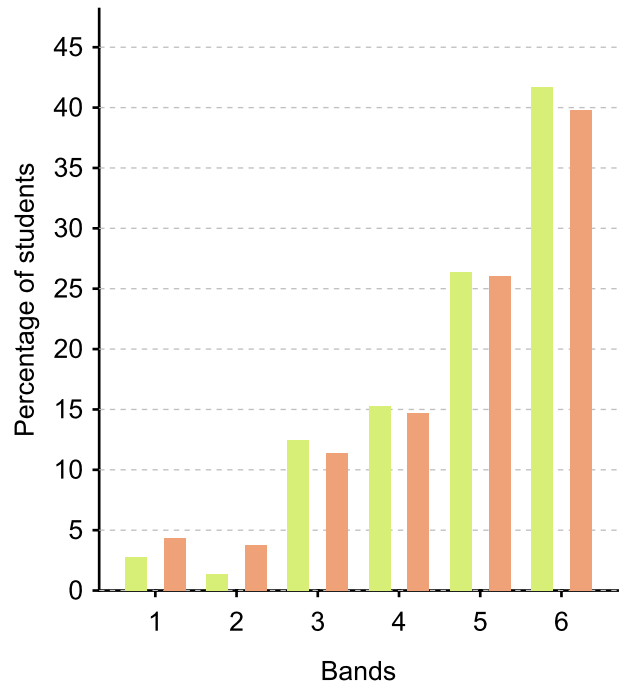
## School performance

### 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.

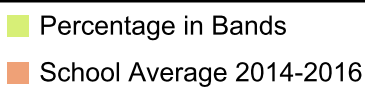
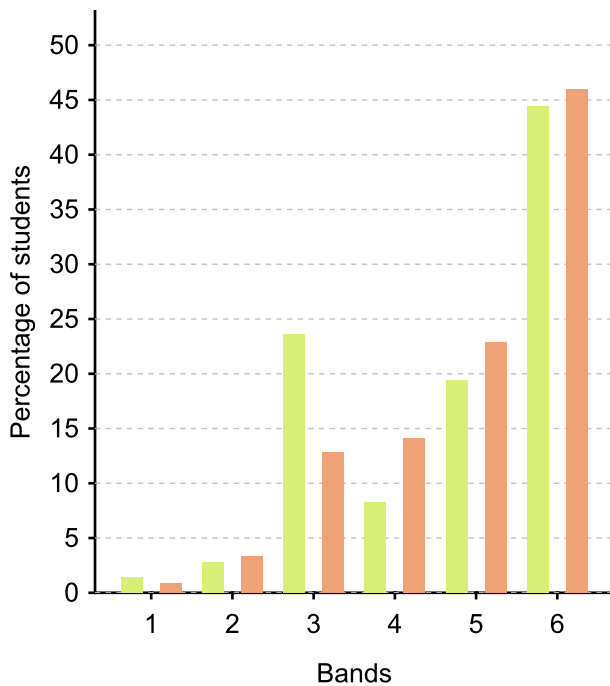
#### Percentage in bands:

##### Year 3 Reading



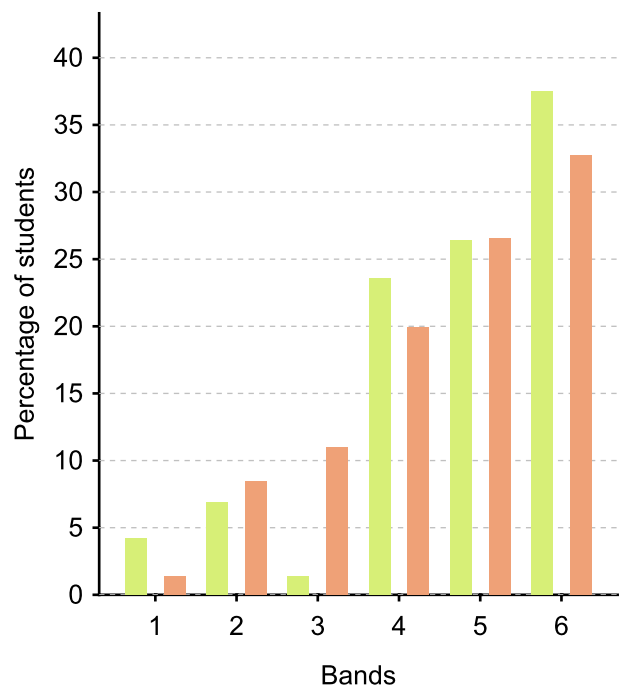
#### Percentage in bands:

##### Year 3 Grammar & Punctuation



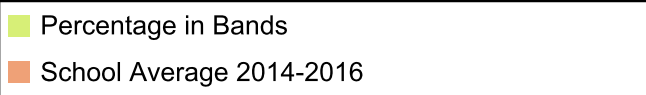
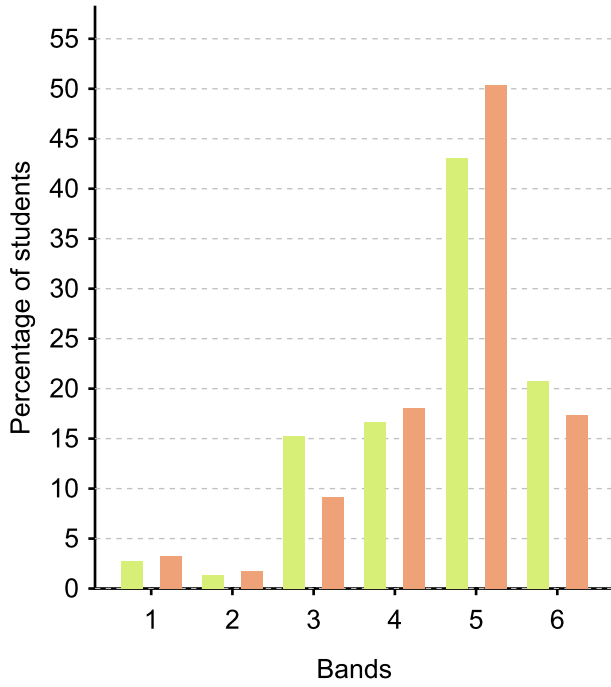
#### Percentage in bands:

##### Year 3 Spelling

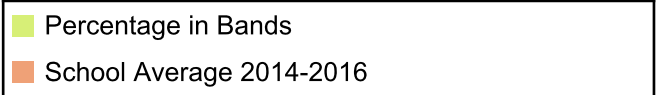
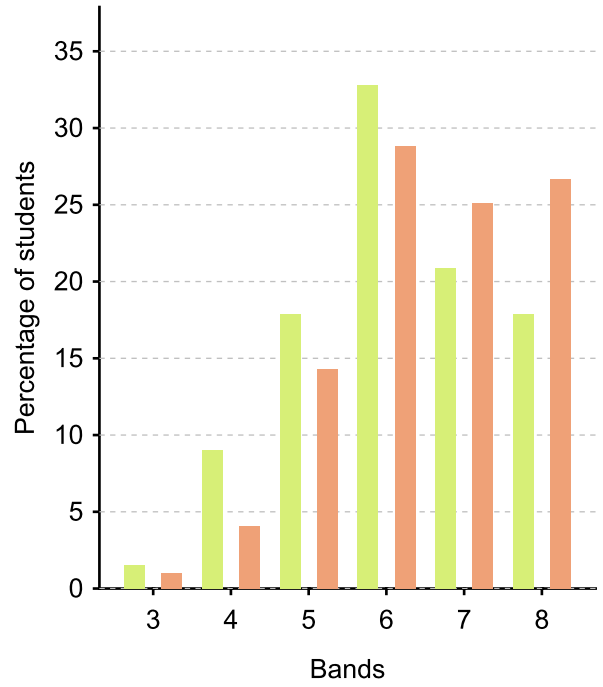




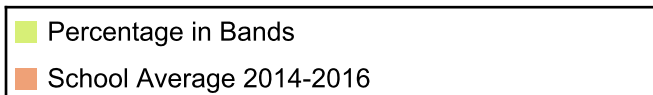
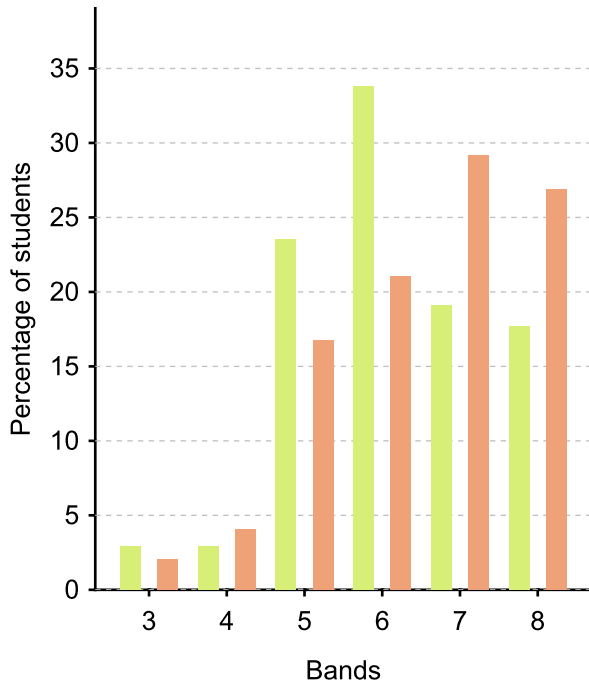
**Percentage in bands:**  
Year 3 Writing



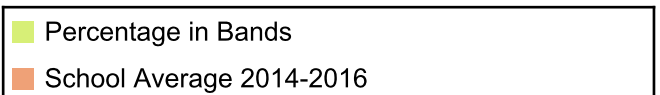
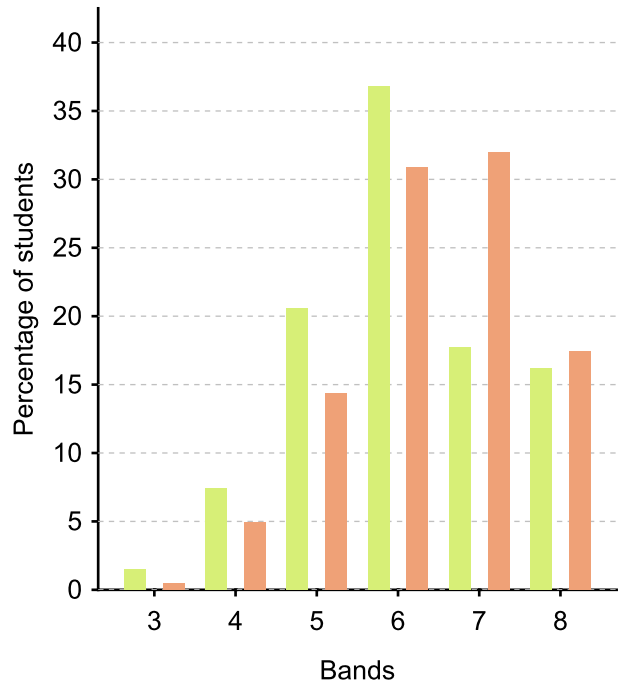
**Percentage in bands:**  
Year 5 Reading



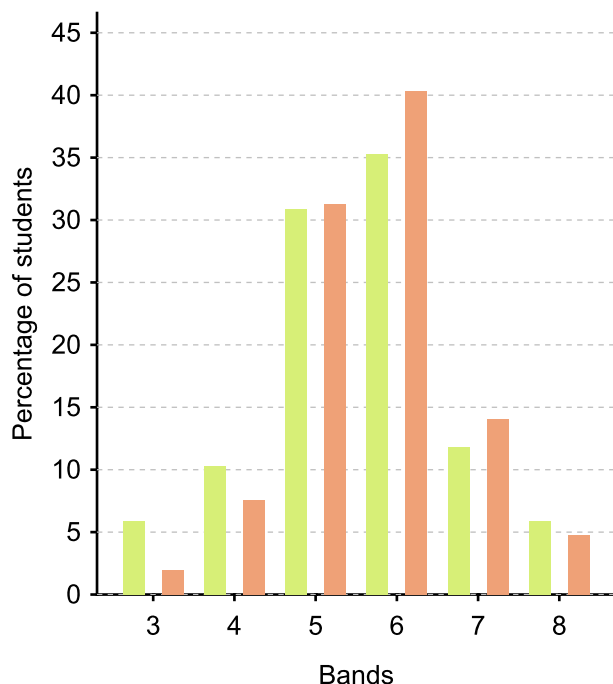
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

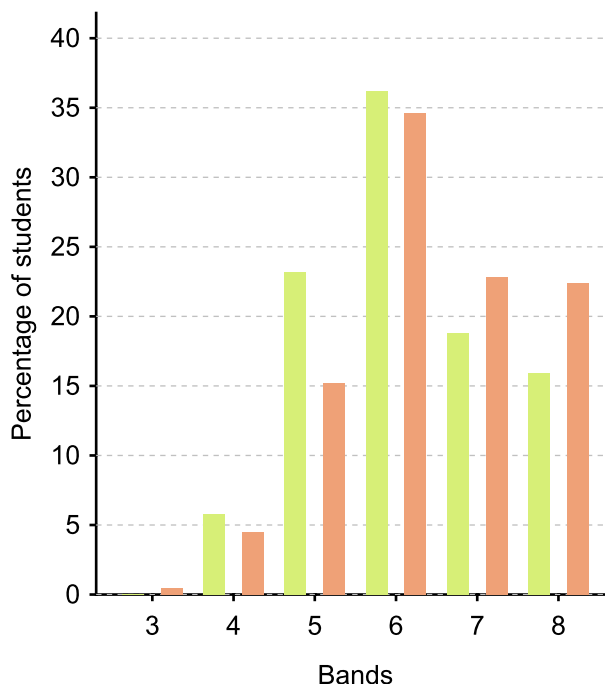


**Percentage in bands:**  
Year 5 Writing



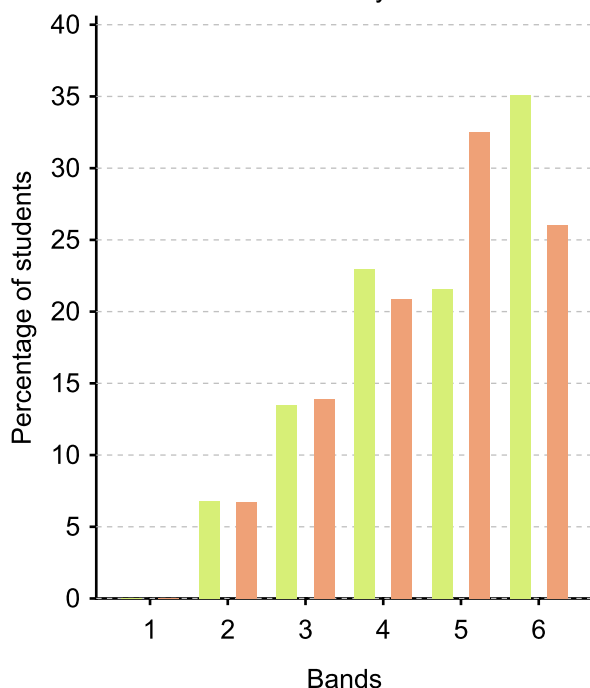
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing.

Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

This year students, teachers and parents at Putney Public School participated in the Tell Them From Me (TTFM) online survey. All staff members, 186 students and 49 parents, who have children from Kindergarten to Year 6, completed the survey. Below is an overview of the outcome.

### Partners in Learning

Formal and informal interviews, closely followed by emails are seen by parents as the most useful forms of communication provided by the school. 90% of parents who completed the survey report that the school newsletter is a very useful or useful communication tool and 95% of parents believe that emails are also a very useful or useful communication tool.

Parents feel welcome when they visit the school and report that the school's administrative staff are helpful when there are questions or problems. 57% of parents report that they have attended meetings more than

three times during the year and 40% report that they have been involved in school committees. 24 of the 49 parents who responded to the survey indicate that they have been involved in the development or review of school policies and 22 parents indicate that they have participated in school planning.

82% of parents report that their child feels safe at school and is clear about the rules for school behaviour. 91% of students have friends at school they can trust and who encourage them to make positive choices. Teachers create a safe and orderly school environment.

#### Focus on Learning

Parents praise their child for doing well at school, take an interest in assignments and encourage them to do well. Parents report that most students spend less than half an hour doing homework each day. Parents report that teachers encourage their children to do their best work, giving a rating of 6.7 out of 10. Teachers inform parents about student progress and ensure they understand the expectations of students. Teachers report that high expectations are set for learning and that students are engaged in their learning. Students rate teachers' expectations for academic success a 9 out of 10. A strong learning culture is established at the school evidenced through a rating of 8.4 out of 10.

Students report that they are provided with regular feedback to support them to reach their goals. 67% of students report that they have positive attitude towards homework and 76% are interested and motivated in their learning. Students enjoy utilising technology to research and develop ideas and concepts and are supported to achieve their personal best through the establishment of clear expectations of behaviour, meaningful feedback and goal setting. Individual education plans set goals for students with special needs. Students report that classroom instruction is well organised with a clear purpose and with immediate feedback. Students rated this at 8.4 out of 10.

Teachers strongly believe that school leaders

- Support teachers to establish challenging and visible learning goals for students
- Provide guidance to monitor student progress
- Support teachers to create new learning opportunities through feedback.

92% of teachers agree and strongly agree that school leaders are leading improvement and change at the school and clearly communicate their strategic vision and values for the school.

A collaborative environment is established between teachers, evidenced by an 8.2 out of 10 rating for collaboration. Teachers strongly believe that student engagement is increased at Putney Public School through discussions about learning goals, sharing lesson plans and materials, developing learning plans and cross curricular learning opportunities.

## Policy requirements

### Aboriginal education

During 2016, the staff at Putney Public School has continued to ensure that students are educated about and have an understanding of Aboriginal and Torres Strait Islander culture, traditions and beliefs in a respectful manner. This occurs daily by being embedded into teaching programs. Staff developed units of work in line with the NSW English syllabus, many of which incorporate texts depicting Aboriginal or Torres Strait Islander cultures. Additional resources have been purchased through the schools' library budget to support the implementation of these new units of work in class. Other Key Learning Areas which include an Aboriginal and Torres Strait Islander perspective are Science and Technology and Creative and Practical Arts. During our weekly assemblies and special events, students recite the Welcome to Country or Acknowledgement of Country and sing a version of the Australian National Anthem accompanied by a didgeridoo.

### Multicultural and anti-racism education

At Putney we aim to promote social harmony and an understanding of Australia's culturally diverse society through teaching and learning programs that celebrate our multicultural society and promote anti-racism. In 2016, Year 2-6 student councillors prepared a K-6 assembly to celebrate Harmony Day as a day of cultural respect for everyone who calls Australia home. The Putney School community continues to support our Friendship school Sabrahan Lakan in Timor Leste and this year raised \$427.00 through student led fundraising initiatives. The student councillors were privileged to have a teacher from our Friendship school visit the SRC and teach students about the music and culture of Timor Leste. This link provides students with an authentic avenue to assist others and promote intercultural understanding. During Term 4 the student councillors organised an additional fundraiser for Bear Cottage in conjunction with our Grandparents and Special Friends' Day \$1017 was raised to support this worthy cause. Two trained staff members are designated as the school's Anti-Racism Contact Officers (ARCO), providing information to all staff about practice and DoE policy at staff communication meetings. Information about their role is communicated to parents via the school newsletter. They work closely with parents, staff and students to promote a happy, cohesive school environment.

### Other school programs

#### Achievements in the Arts

At Putney we have a range of talents and abilities in Creative and Performing Arts that are fostered and supported through a range of experiences. Students are offered many opportunities to learn new skills and build upon their talent. These opportunities include visual arts, choir, drama, dance and band.

This year Putney took part in Operation Art, an initiative of the Children's Hospital at Westmead in association with the NSW Department of Education. We used this opportunity to showcase the artistic talent from K-6 in our very own Putney P.S. Art Exhibition. . The top four artworks were exhibited in the Operation Art program at Sydney Olympic Park along with over 800 artworks from almost 300 schools.

The Drama Ensemble is comprised of students in Years 4 to 6. They rehearse on a weekly basis with a qualified drama teacher. They were selected to perform at the *Arts Alive* Festival of Drama, performing confidently and professionally at the Seymour Centre. Students at Putney were also given an opportunity to showcase their talent in a performance at the Royal Rehabilitation Centre. Students in the band, senior dance group, junior dance group and buddy classes, 1V and 4G, performed their items for the patients and staff at the Centre.

The senior choir has performed for both the local and wider communities during the year. The highlight of the year for the senior choir was their performance as part of a massed choir of 600 students at the Ryde Schools' Spectacular in the concert hall of the Opera House. The senior choir, along with the Year 2 students, performed for the school community during Grandparent's Day and Presentation Day assembly.

The Junior Dance Group consisted of 24 students from Years 1 and 2. The dancers competed at the Battle of the Primary Schools Competition against 11 other schools and placed 1st. The group also performed their item at the Royal Rehabilitation Centre and for students, staff and guests on Grandparent's and Special Friends Day.

The Senior Dance Group consisted of 30 students with a range of talents and abilities across Years 3 to 6. As well as the juniors, they too competed at the Battle of the Primary Schools Competition and placed 2nd. The dancers are commended for their dedication to rehearsing all year in preparation for the Ryde Schools' Spectacular, performed at the Sydney Opera House in Term 4.

Under the guidance of Teaching Services Australia (TSA) from semester 2 this year, the school band has performed at the Ryde Rehabilitation Centre and for school functions including Father's Day and Presentation Day. The junior and senior bands also performed for parents at an evening concert which also featured many capable soloists. Students' skill development under the tutelage of TSA has been very pleasing.

#### Achievements in Sport

This year for Summer PSSA Sport, students represented the school in cricket, softball and T-ball. The school fielded a senior and junior team in the Ryde PSSA Cricket competition. While our teams did not progress to the final stages of the competition they played some very competitive games against other schools in the area. Putney Public School had two

Softball teams- a girls team and a boys team. All participating students have developed an appreciation for the game as they have developed increased understanding of rules. Participation in the Ryde PSSA T-Ball competition is limited to students in Years 3 and 4 only. This year Putney PS fielded 2 T-Ball teams, a girls team and a mixed team. During the competition both teams have extended their skills beyond expectations. Catching and throwing have improved immensely. Students have also developed a greater understanding of teamwork and sportsmanship. This year for Winter PSSA Sport, students represented the school in football, netball, AFL and tiger tag. The school fielded 4 football teams - Senior Girls, Senior Boys, Junior Girls and Junior Boys in the Ryde PSSA Football competition. Congratulations to the Junior Girls who finished 1st. The Junior Boys and Senior Girls finished in 4th place. Putney Public School had two Senior and two Junior teams represent the school this year. Congratulations to the Senior A team for making it to the grand final. The girls enjoyed training on the multi-purpose court and received their new netball uniforms this season. This year, we fielded a Junior and Senior AFL team. The Junior team developed some great skills over the course of the season, particularly the Year 3 students, many of whom had never played before. Well done to the Senior team for making it to the grand final. In the Ryde PSSA tiger tag competition, we entered a boys and a girls team comprised of Year 5 and 6 students. Congratulations to the boys tiger tag team for winning the competition this year. The girls also had a successful season, coming 3rd overall.

Ryde PSSA holds trials each year in a number of different sports. This year, 19 students were selected to attend trials in sports including Football (Soccer), AFL, Cricket, Rugby League, Touch Football, Rugby Union, Netball and Tennis. 13 students were successful in gaining a place in a Zone or Regional team, including Matthew L and Steven K (Football), Keenan L, Nathan W, Liam P, Benji N and Bronson W (Rugby League and Touch Football), Riley T (Touch Football), Mikayla K (Netball and Tennis) and Max O (Tennis).

Students representing Putney Public School at the Zone Athletics Carnival had a successful day. The Junior and Senior Girls relay teams both came first. The girls did exceptionally well, with an individual performance gaining the 11 years Girls Runner Up Age Champion and the school was awarded with the Girls Athletics School Champion of the Zone trophy. 13 students went through to the Area Carnival, with 1 talented 11 year old boy student making it to State level for discus. Six students qualified for finals at the Zone Swimming Carnival. Their overall placing ranged from 5th to 10th in freestyle, breaststroke and butterfly. The Junior Girls relay team placed 5th overall and the Senior Girls relay team placed 9th. Several students had a successful day representing the school at the Zone Cross Country. Both the 11 Years Boys and the 12/13 Years Boys placed 2nd overall in their age race. Three students qualified as reserves for the Area Carnival.

Students in K-6 participated in an Athletics Program in Term 2 run by Dance Fever. Lessons were designed to teach students fundamental movement skills and

techniques associated with athletics events, enabling students to confidently participate in a carnival. Our whole school Athletics Carnival was held at Dunbar Park, Marsfield on Thursday, 23rd June.

In Term 3, students in K-6 participated in a Gymnastics Program run by Dance Fever. Students were taught specific gymnastics sequences and movements using a variety of equipment.

In Term 4, students in K-5 participated in a Yoga Program run by Yoga To Go Australia. Lessons focused on strength, balance and endurance as well as relaxation techniques and listening skills. Parents were also given the opportunity to participate in a Yoga class with their child.

The program for school sport included T-ball, softball, tiger tag, soccer, cricket and modified tennis. Students participated through rotations of skill development sessions and games for each sport. This year we had an overwhelming response to the Year 3-6 Friday swim program, with 38 students attending Ryde Aquatic Centre for a 45 minute swimming lesson. Swimmers in Stage 3 or swimmers who are in the 50m and 100m squad groups participated in an Introduction to CPR session. The Tennis Program at Ryde Tennis Centre was also a popular choice of sport. The summer Tennis Program and winter Tennis Program were both 18 weeks long.

2016 saw the implementation of the full You Can Do It! Education (YCDI) well-being program for all students K-6. Students participate in weekly class lessons based on the five keys to success: persistence, confidence, organisation, getting along and resilience. 2016 also saw the introduction of individual student YCDI success charts rewarding students for behaviour displaying one of the five keys. Upon completion of the chart students receive an award for recognition of their success. The YCDI program is further enhanced by signage around the school. It is a constant reminder for students to show the behaviours of the five keys to success in all areas of learning and play. The YCDI program offers an online parents component, further developing the partnership between school and parents. Putney signed up for family membership and will continue this membership in 2017.

During Semester 2 a new school Well-Being policy was written, consistent with the DoE Well-Being Framework. After reviewing the school discipline code, a new school behaviour code was developed and implemented during term 4. The discipline code was presented to all classes and to class parents at a forum in early November. Implementation will be reviewed in 2017.