

Putney Public School

Annual Report



2017



2913

Introduction

The Annual Report for **2017** 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.

John Koletti

Principal

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Message from the Principal

Putney Public School has a student population of 466. There are 234 boys and 232 girls, representing 23 nationalities with 36% of the student population coming from a non-english speaking background. The prominent non-english speaking background nationalities in the school are Greek, Mandarin and Korean.

The school recognises that students learn in a variety of ways at differing rates with learning programs designed to meet individual needs. We strive to develop all students to become confident, independent learners, respectful citizens and creative and critical problem solvers. Putney Public School is an inclusive school which prides itself on providing a learning environment which is safe, supportive, engaging and rigorous.

The school is a You Can Do It school, supported by a committed community including a highly engaged P&C, promoting high expectations, engaging learning experiences, integrating technology, student wellbeing and values developing positive relationships.

The school offers a range of creative, social and performing arts initiatives and actively provides a range of sporting opportunities for all students.

The school is proud of the learning community and the achievements that were made during 2017.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

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

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.

Staff professional learning during 2017 focused on enhancing staff capacity to be able to implement engaging pedagogy, providing students with the skills and opportunities to demonstrate independence, creativity, problem solving skills and the ability to use the skills and content taught in different contexts.

The teaching staff visited other educational settings in order to investigate the pedagogy implemented. These settings included Hilltop Road Public School, Merrylands East Public School, Giant Steps Special School.

The school continued using the research by John Hattie to guide professional dialogue as a sounding board for future professional learning.

Students were skilled to be able to use 'I Can Do' statements, 'Bump it Up' walls, 'Learning Intentions', 'Writing Rubrics' and teacher to student feedback.

As a result, students were equipped to become reflective learners who are able to make informed decisions regarding their learning progression. This process was refined on an ongoing basis and opportunities were provided for students to showcase their ability to be reflective in student led reporting to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School and national data reflects expected growth from Years 3– 5.	\$8,363.50	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.
Percentage of disengagement in IPI's decreases from 12% to 6% and students active, engaged learning and learning engagement increases to 30%.	\$25,994.54	<p>The continued implementation of Big History Prime motivated student interest in the big questions about the history of the universe through a problem solving, critical thinking and student centred approach to learning.</p> <p>Student centred pedagogical change where students were provided with opportunities to guide their learning resulted in a decrease of disengagement. Visible learning, learning intentions, success criteria and authentic assessment tasks increased student ownership and engagement in the teaching and learning process.</p> <p>Student surveys, forums and teacher observations and discussions with students identified that 95% of students believed that they were engaged in the teaching and learning.</p>

Next Steps

Based on the assessment of initiatives implemented and progress made, Putney Public School has identified the following as areas for future focus:

- continue to increase staff capacity to make adjustments in order to cater for individual learning needs,
- extend the implementation of BIG HISTORY with all staff completing the new online training,
- continue to embed Visible Learning into all aspects of teaching and learning,
- continue to build on the success of You Can Do It (YCDI) and explore a variety of resources that can be used to further promote the program,
- collaboratively create effective assessments for Visible Learning and use the analysed data to accurately measure and track student progress,
- professional learning for staff will focus on pedagogy, STEM and project based learning,
- student engagement, social development and academic achievement will continue to be major areas of focus,
- implementation of Robotics and STEM across the whole school,
- 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.

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

The school reviewed the method of communication to parents and the wider community. As a result, the school's social media strategy was developed and implemented. Our aim is to provide instant, accurate and ongoing communication with the community. The school's newsletter and website continue to be refined taking into account feedback from parents.

Staff professional development continued to focus on individual student engagement, well-being, social development and academic achievement. The Learning and Support team played a central role within the school in regards to catering for the needs of students with needs. The Learning and Support team played a central role within the school in regards to catering for the needs of students with needs. Staff visited special school settings and were provided with appropriate professional learning on autism. This enhanced staff capacity to cater for the needs of students with such a diagnosis.

Project based learning, Big History and STEM implementation created active classroom environments where the focus was on the establishment of critical, reflective and problem solving learners. Staff visited a variety of school settings, attended conferences and other professional learning opportunities to assist them to become more effective practitioners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School resources applied strategically across the school to support student learning.	Technician: \$9,001.01 YCDI: \$2,798.19	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. Playground improvements completed with funds donated by POOSH and the P&C. Funds allocated to support signage for the new YCDI wellbeing program. "
100% of staff members actively participate in tpi /mentoring programs related to personalised goal setting as part of the Performance and Development Framework (PDF),	\$34, 635	100% of staff completed PDPs, setting out personal goals and how they would be achieved. These were used to guide differentiated staff professional needs of all staff. All staff are supported in their professional learning and involved in performance and development processes that facilitate their professional growth and the provision of quality teaching and learning.

Next Steps

Although 2018–2020 focuses on the establishment of a new three year strategic school plan, Putney Public School is committed to the following, based on the data analysed:

- the provision of targeted professional learning for staff, based on school strategic directions, DoE priorities as well as areas identified in individual staff PDPs,
- continue to investigate and utilise innovative ways of communicating with our community, providing instant access to required information,
- staff will be guided through appropriate levels of accreditation,
- provided targeted opportunities for the establishment of an extended leadership team for aspiring leaders.

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 focus on collaborative partnerships with the local and wider community enabled the school to support student learning outcomes. In conjunction with a variety of external agencies, partnerships were developed, providing opportunities for the school to access specialist help such as occupational therapist and speech therapist.

The school held parent forums targeting focus groups and implemented a whole school parent survey looking to ascertain the level of satisfaction relating to school practices. Thirty parents participated in the forums and 192 completed and returned the survey. The data collected from the survey was analysed and used in the development of future strategic directions.

Student forums were also implemented, providing the students with a 'voice', identifying levels of satisfaction, as well as areas requiring change. Forty students participated in the forums. Student discussions and the analysis of the collected data resulted in the school captains identifying the descriptors for the next strategic plan: "Staff Making Connections with Students," "Students Making Connections with Learning," "School Making Connections with the Community."

Class parent information meeting were held twice where information regarding school strategic directions were shared. This information was later distributed to all parents.

The school continued to implement the You Can Do It program which provided a consistent approach towards the teaching of resilience, confidence, getting along, persistence, and organisation. Student designed success charts were fully implemented, providing students with increased incentive to work towards achieving milestones.

A greater emphasis on school promotion resulted in increased media coverage for school events and student achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$5819	192 parents (60% of the total cohort) completed surveys indicating 94% satisfaction level of school practices. The data collected from the forums and surveys was analysed and where appropriate, used in the development of future strategic directions. Increased communication and partnerships with local school was established. Putney Public School, Ryde Easy Public School, Gladesville Public School and Giant Steps Special School working on combined initiatives. Putney Public School have developed partnerships with local businesses and media outlets, allowing for increased media coverage of school events and student achievement.
Clear and concise well – being structures consistently implemented throughout the school.	\$2,798.19	You Can Do It (YCDI) was implemented in 100% of the classrooms. Fortnightly assemblies recognised students who had developed the targeted skills. 89% of students received recognition at the YCDI assembly.

Next Steps

The school will continue focusing on developing relations with the parents and wider community as one of its strategic directions in the next 3 year plan. This will include:

- establishing a Community of Schools network aligned with schools of similar needs and interests,
- continue to investigate and utilise innovative ways of communicating with the community, providing instant access to required information,
- parent forums will be held to provide parents with opportunities to share and discuss their levels of satisfaction relating to the school,
- increase the number of parent workshops to promote a better understanding of the pedagogy implemented at school,
- Include online parent workshops for those who can not attend personally.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1200	<p>Increased understanding of the needs of learners with aboriginal background.</p> <p>Monitoring of targeted student an increase in literacy achievement.</p>
English language proficiency	\$29, 290	<p>Temporary EALD teacher engaged to provided targeted differentiated opportunities to increase student English language proficiency..</p> <p>Small group and individual lessons were developed in consultation with classroom teach</p>
Low level adjustment for disability	&93, 304	<p>Learning and Support meetings are held weekly, providing regular sharing of information. updates on student progress and behaviour needs. Referrals responded to in a timely manner and consultation with parents was embedded as part of the process of developing individual plans.</p>
Quality Teaching, Successful Students (QTSS)	\$25,994.55	<p>Targeted staff needs were catered for with opportunities for mentoring, team teaching, lesson observations, collaborative planning and assessment. 100% of staff utilised QTSS funds for their individual and differentiated development,</p>
Socio–economic background	\$8436	<p>All studentsenrolled at the school had full access to services and opportunities providedby the school.</p> <p>Students on Individualised Learning Plans were provided with SLSO support throughout the year.</p> <p>Students who did not qualify for SLSO support were provided with assistance funded by the school.</p> <p>Assessments at the end of the year indicate that students' individual targets were met.</p>
Support for beginning teachers	\$22,087	<p>Beginning teacher funding use utilised to assist beginning teachers to settle into their new positions. The funding was used for planning with their mentor, visiting other classes and school settings, attending courses.</p>
Targeted student support for refugees and new arrivals		
Literacy and Numeracy Grant	\$8,36385	<p>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. The school implemented student led reporting. Students were able to discuss their learning with parents, in regards to content</p>

Literacy and Numeracy Grant	\$8,36385	learnt, skills implemented and areas requiring further development.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	230	228	239	234
Girls	242	253	243	236

In 2017, the school had an enrollment of 470 students, 236 girls and 234 boys.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	96.7	96.4	97
1	95.1	96.3	95.5	96.8
2	96.8	95.6	96.5	96.4
3	96.2	95.9	96.4	96.4
4	95.7	95.1	95.7	96.2
5	96.9	95.9	96.1	97.3
6	95.6	95.8	95.3	95.1
All Years	96.1	95.9	96	96.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The attendance record of students at Putney Public School in 2017 was at 93.9%. The majority of the absence rate was from overseas travel. Sick days remain relatively low.

In 2017 there was a transition from paper roll marking to a digital form. This took a while for it to be fully implemented.

Putney Public School has taken a proactive approach

towards increasing the attendance patterns of students through a variety of ways:

- ongoing review of rolls and attendance,
- referring attendance issues to the Learning and Support team,
- holding interviews with parents and students involved,
- ongoing communication with parents,
- ongoing discussions with Home School Liaison Officer,
- develop a strategic plan to reduce absent rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.92
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.48
Other Positions	0

*Full Time Equivalent

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.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

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:

- individual professional learning differentiated to meet staff needs as identifies in Performance and Development Plans,
- regular professional learning opportunities facilitated by school executives, team leaders, staff, committee members and visiting academics,
- external and online courses,
- visits to other classrooms and school settings,
- professional reading.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	284,374
Revenue	3,727,531
Appropriation	3,400,559
Sale of Goods and Services	2,719
Grants and Contributions	319,553
Gain and Loss	0
Other Revenue	0
Investment Income	4,700
Expenses	-3,480,603
Recurrent Expenses	-3,480,603
Employee Related	-3,077,794
Operating Expenses	-402,809
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	246,928
Balance Carried Forward	531,302

The balance carried forward includes:

- unpaid orders,
- unpaid casual salaries,
- funds allocated for asset replacement,
- funds allocated for additional assets,
- \$30,000 allocated for the implementation of the Robotics initiative.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,937,692
Base Per Capita	73,662
Base Location	0
Other Base	2,864,030
Equity Total	131,651
Equity Aboriginal	630
Equity Socio economic	8,436
Equity Language	29,280
Equity Disability	93,304
Targeted Total	126,158
Other Total	140,572
Grand Total	3,336,074

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

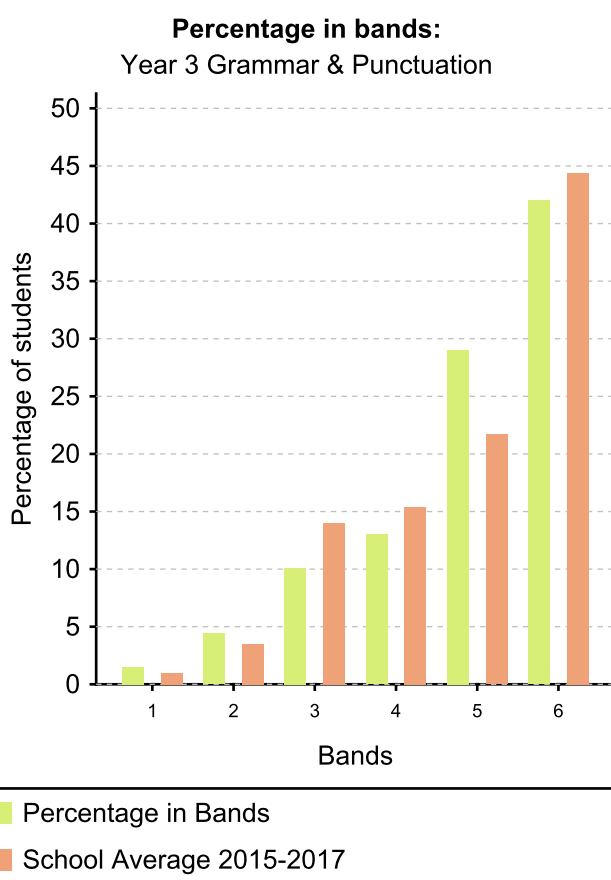
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

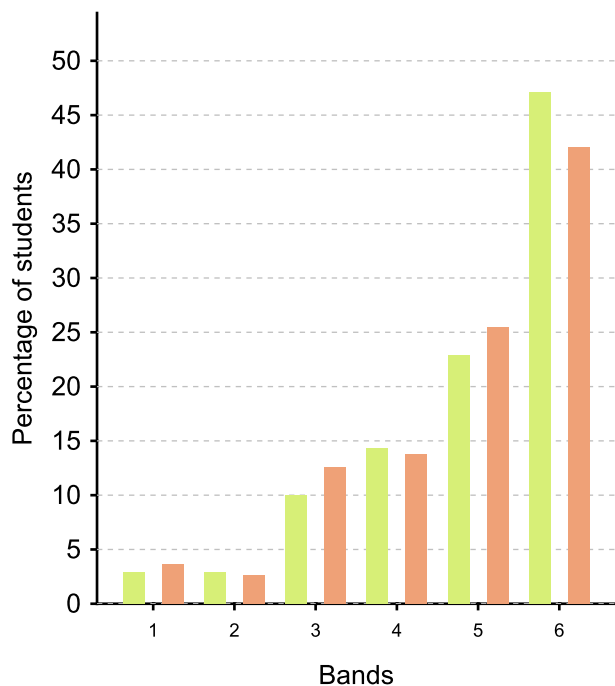
The percentage of Putney Public School students, in 2017, who have achieved in band 6 (top band) in significantly higher in all learning areas than the school average 2015–2017.

NAPLAN LITERACY results results further indicate that the majority of the students in Tears 3 and 5 are performing within the top 3 bands.



Band	1	2	3	4	5	6
Percentage of students	1.5	4.4	10.1	13.0	29.0	42.0
School avg 2015-2017	1.0	3.5	14.0	15.4	21.7	44.4

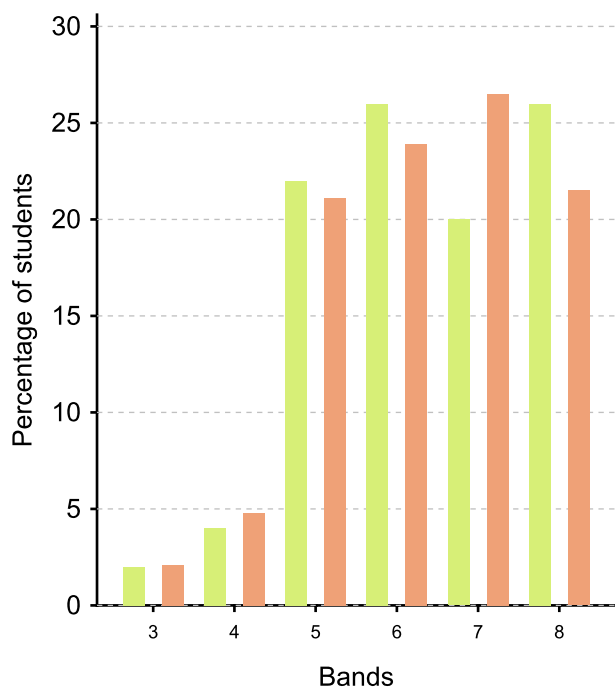
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.9	2.9	10.0	14.3	22.9	47.1
School avg 2015-2017	3.6	2.6	12.6	13.8	25.5	42.0

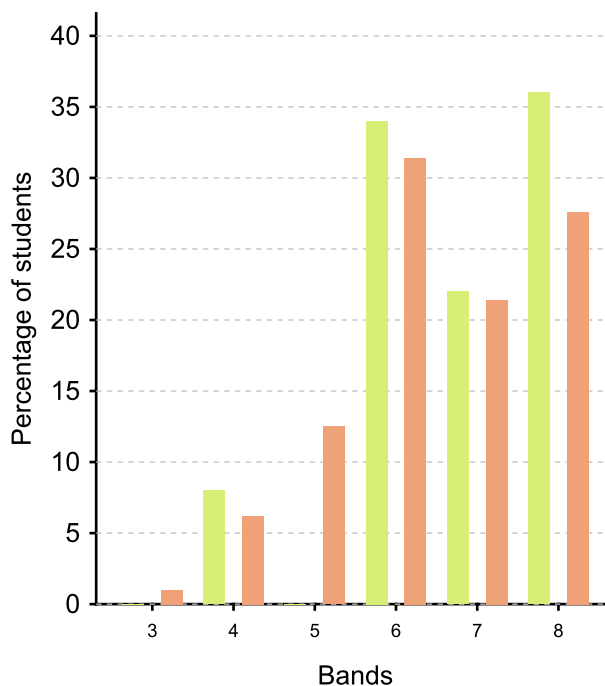
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	4.0	22.0	26.0	20.0	26.0
School avg 2015-2017	2.1	4.8	21.1	23.9	26.5	21.5

Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

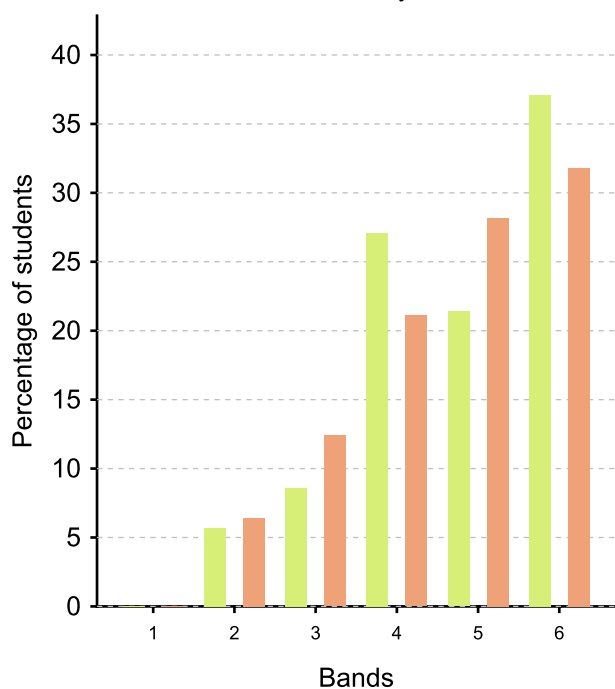
Band	3	4	5	6	7	8
Percentage of students	0.0	8.0	0.0	34.0	22.0	36.0
School avg 2015-2017	1.0	6.2	12.5	31.4	21.4	27.6

In the Year 3 NAPLAN Numeracy, the graph included indicates a combined reduction of students in the bottom three bands.

This was also mirrored in the Year 5 NAPLAN Numeracy results.

Further work is required in order to showcase consistent growth over a sustained period of time.

Percentage in bands:
Year 3 Numeracy

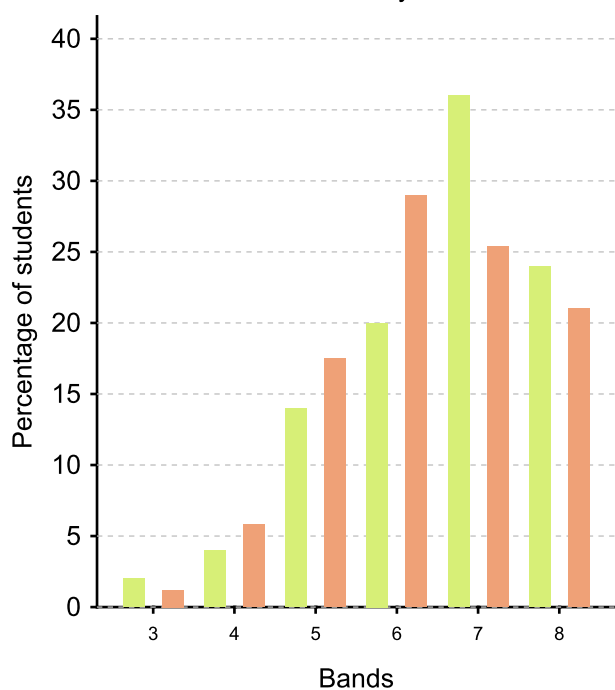


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	4.0	14.0	20.0	36.0	24.0
School avg 2015-2017	1.2	5.8	17.5	29.0	25.4	21.0

Band	1	2	3	4	5	6
Percentage of students	0.0	5.7	8.6	27.1	21.4	37.1
School avg 2015-2017	0.0	6.4	12.4	21.1	28.2	31.8

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Parent/caregiver, student, teacher satisfaction

There has been an increase in school satisfaction levels during 2017. A total of 192 parents (60% of the total cohort) responded to a school survey aimed at ascertaining parental view relating to school practices. The survey results indicated a 94% satisfaction level of school practices. The data collected from the forums and surveys was analysed and where appropriate, used in the development of future strategic directions..

Students forums and surveys demonstrate that 96% of students were satisfied with school practices.

Policy requirements

Aboriginal education

The focus of Aboriginal education has been on:

- staff professional development,
- differentiated , individualised learning for students from aboriginal backgrounds,
- the promotion of understanding.

These elements have been integrated into units of work across all Key Learning Areas, as well as celebrated as part of major events such as NAIDOC Day and Harmony Day.

Multicultural and anti-racism education

Multicultural and anti-racism education has been integrated across all Key Learning Areas as well as part of You Can Do It program. An Anti-Racism Officer (ARCO) has been trained to look after any issues relating to racism.