

Putney Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

The Putney Public School Annual Report provides an account of achievements against the school plan in the areas of Students Making Connections with Learning, Staff Making Connections with Students, and School Making Connections with the Community.

Many factors combine to make Putney Public School a unique learning community. We are an inclusive school with a welcoming nature. The school has a clear vision for the future, where engaged students are prepared for academic, personal, social and career success. We believe in providing students with the opportunity to develop the skills which will assist them to rise to the challenges in their lives and the world they will inherit.

The school is a dynamic learning organisation, striving for improvement in the context of future focussed education through learning for every student, based on the implementation of evidence-based teacher practice. There is a commitment to preparing students to be active participants in an ever-changing technological world. Through the generous support of the P&C, Putney Public School has established a progressive STEM and Robotics program. This, combined with an emphasis on Project Based Learning, Visible Learning and a variety of other student-centred pedagogies has created vibrant learning opportunities for all students across the school.

Our teaching and learning programs cater for the needs of students of varying abilities and needs. This is done through a process of establishing Personal Learning Support Plans, making learning adjustments to the learning program to cater for individual needs, and providing challenging and rigorous teaching and learning opportunities.

Staff professional learning is paramount in this process. All of our teachers undertake ongoing professional learning based on individual need, school identified needs as well as targeted whole school focus.

The learning and well-being of students is central to all that is done at Putney Public School. The students know that the school is a safe, trusting and caring environment where they are valued and cared for.

2018 was the first year of our new strategic directions. It was a year of consolidation and innovation. Staff worked collaboratively to design and implement engaging opportunities for students to learn and showcase their learning.

Putney Public School is a safe and intellectually challenging environment which empowers students to become innovative thinkers, problem solvers and be able to place their learning into different contexts.

Moving forward, the school is committed to continuing to explore engaging pedagogies, enhancing staff capacity and improving community involvement and communication.

All these aspects assist in the development of a Putney Public School identity.

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 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 key learning areas.

The school environment is welcoming, offering a five day a week before and after school care centre on site. A four day a week canteen service, coordinated through the Putney P&C Association is available. A before and after school care centre is also available on the school grounds. 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.

Our self-assessment 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/sef-evidence-guide>

Strategic Direction 1

Teachers Making Connections

Purpose

Creation of processes and practices that support staff to make changes which enhance a culture of innovation and future thinking for effective teaching and learning.

Enhance personalised professional learning for staff, which reflects on current learning pedagogy and utilise NSW Professional Teaching Standards aligned with the school's Strategic Directions.

Overall summary of progress

PROFESSIONAL DEVELOPMENT

Staff Professional Development has focused on enhancing teacher capacity to implement engaging and rigorous teaching and learning programs which take into account student prior knowledge, and needs within an environment which is nurturing and supportive..

The professional learning has looked at content to be taught, the understanding of departmental policies and pedagogy.

Professional Learning reflected on individual teacher goals as set out in Professional Learning Plans, School Directions and negotiated areas of need.

PROJECT BASED LEARNING

Project Based Learning was introduced to the staff of Putney Public School through a process of professional reading, viewing of examples from schools who have used the approach for many years, as well as planning sessions with staff from Hill Top Road PS, regarded as leaders in the area.

All stages implemented Project Based Learning initiatives in 2018. The review and evaluation of the projects has resulted in the refining of the approach for 2019.

VISIBLE LEARNING

The focus on Visible Learning continued with staff being provided with opportunities for collegial discourse which helped to enhance the capacity of new staff to implement the strategy. Classroom visits, reflection time, professional reading and mentoring were other aspects of this implementation.

STEM and ROBOTICS

The school embarked on professional learning focussing on STEM and ROBOTICS. A professional mentor was engaged to provide professional development and guidance to teachers. Furthermore, expert teachers were able to enhance the capacity of all staff through hands-on workshops and demonstrations.

BEGINNING TEACHERS

Professional Development for Beginning Teachers took a variety of forms: Fortnightly meetings focussed on teaching and learning practices, including behaviour management, differentiating the curriculum, Visible Learning, and report writing. Additional network meetings were set up with other schools in the local area.

LEADERSHIP

A Community of Schools was established, providing a network for Assistant Principals to share experiences, gain professional development and work on joint projects. Meetings focussed on identified needs and targeted initiatives.

ACCREDITATION

Beginning Teachers were provided with timetabled meetings with mentors to collaboratively work on their accreditation. This involved guidance and mentoring in evidence collection and collation, as well as reflection of professional learning. The process resulted in 3 beginning teachers achieving proficiency accreditation in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All teaching staff trained in STEM pedagogies by the end of 2018.</p> <p>100% of students involved in STEM initiatives by the end of 2018.</p> <p>Teachers (Years2–6) to implement 1 PBL in 2018, 2 initiatives in 2019/2020</p> <p>Formative assessment and data analysis embedded in the teaching and learning cycle with 100% (increase of 30%) of staff using these to monitor progress and inform teaching practices. 100% of Stage 2 teachers to complete Big History training and implement the initiative in their class. Instructional Rounds (on Visible Learning.). Improvement Data: Surveys indicate 20% increase (up to 95%) in students provided with opportunities to use learning criteria and learning intentions to discuss the learning taking place.</p>	\$42,031	<p>100% of all staff were trained in STEM and Robotics.</p> <p>100% of all students participated in STEM and Robotics lessons. These took place once a week.</p> <p>All grades K–6 implemented Project Based Learning initiatives in 2018. Plans are in place for further initiatives to take place in 2019.</p> <p>All teachers utilised formative assessment to drive the teaching and learning process.</p> <p>Big History was not implemented in 2018 due to the focus on Project Based Learning. Both activities utilise similar skills and strategies.</p>

Next Steps

Staff Professional Development will continue to play a major role in enhancing teacher capacity to make connections with students and provide content in an engaging format, in order to increase student achievement, academically, socially, sporting and artistically.

The steps to be taken in 2019 will include:

- whole school well-being initiative,
- continued opportunities for staff to visit other school settings to investigate different engaging practices implemented,
- continued implementation of Project Based Learning and Visible Learning,
- Teacher Professional Learning targeting student learning needs,
- Teacher review on how PLSPs are written for major impact,
- developing protocols for the tracking of student achievement,

Strategic Direction 2

Students Making Connections

Purpose

Increase student engagement and enhance student capacity to be critical thinkers, problem solvers and be able to implement their learning in different context.

Students develop a greater capacity for independent learning, self-regulation and self-reflection.

Students are able to discuss their learning, take risks, set learning goals and track their own progress to become successful learners.

Students to develop an ethos that 'School Is For Me.'

Overall summary of progress

In 2018, there was a concerted effort to provide students with enhanced opportunities to develop and demonstrate leadership skills.

STUDENT LEADERSHIP

Students were central in the initiation of a number of projects which have made an impact on the school. Students took it upon themselves to survey the whole school on their thoughts regarding the girl's winter tunic, collated the data and presented the results to the P&C. Based on the student representation, new uniform options were offered. Students took ownership of all school formal occasions, collaboratively organising and hosting major school events, also consolidating relationships with local media outlets.

STUDENT ENGAGEMENT

Robotics and Film Making

Every student in the school participated in the robotics program, attending a 1 hour session with specialist teachers and being provided with opportunities to integrate their learning with the Project Based Learning initiatives.

Visible Learning

Students, in collaboration with teachers, set learning goals, reflected on their achievement of the set goals in a reflective cycle. This included the development of learning intentions and success criteria and teacher –student conferencing. Students developed ownership over the learning process, having a clear idea of what was expected in order to successfully succeed the targeted task. Students making decisions regarding their learning.

Project Based Learning

Students worked collaboratively to solve a real-life problem , gaining skills and knowledge the process.

STUDENT SUPPORT

An extra support teacher was engaged to help students who required further assistance. The extra targeted support assisted to enhance engagement and increase academic achievement.

STUDENT LED REPORTING

Students took on a leading role in showcasing their learning to parents. This was done in a mode most comfortable to the student.

BENNELONG STEM CHALLENGE

A group of highly motivated students represented the school at the Bennelong STEM challenge. This was the first time that the school participated in such a competition, with many of the students having less than 6 months worth technology tuition. The resulting demonstration of confidence, skill and teamwork led to the students achieving 2nd place overall and first place for the presentation element. In 2019, these students will act as mentors for the new team members.

SPORTS INCLUSION

Putney Public School initiated a sports program targeting students with special needs. In collaboration with Gladesville Public School and Giant Steps, an inclusive 8 week soccer program was tailored to cater for the special needs of the participants.

EXTRA-CURRICULAR

The students at Putney Public School have been provided with many opportunities to participate in extra-curricular activities.

Senior Dance Group students performed at Battle of the Primary Schools, the Granny Smith Festival and the Presentation Day assembly.

Junior Dance Group students performed at Grandparents Day.

Drama students participated in the Arts Alive Festival of Drama. They performed at the Concourse at Chatswood.

Students in the band performed during school assemblies, Band Fest, at Presentation Day and at the concert Band performed at the Opera House.

Choir students performed at the Ryde Schools' Spectacular and at school events, such as Grandparents' Day & ANZAC Day.

The recorder ensemble performed at the Opera House and at the Festival of Instrumental Music.

Selected Stage 3 students participated in the Ryde District Public Speaking Competition.

Students also participated in the Multicultural Public Speaking competition.

The senior debating squad finished second in the Ryde District Debating Competition..

The school entered teams in the Paul Sirronen rugby league competition, winning the girls' division.

All students in K–2 completed the Premier's Reading Challenge.

All students in Years 3–6 participated in the Premier's Spelling Bee.

Talented artists participated in Operation Art, with 4 students having their work framed and placed on display at Westmead Children's Hospital..

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance target – 97% (increase of 2% in 2018) 20% increase of students performing in top 2 bands on NAPLAN over 3 years. 9% increase ingrowth greater than expected growth in Year 3 – Year 5 NAPLAN Reading from 81%to 90% of students. 10% increase ingrowth greater than expected growth in Year 3 – Year 5 NAPLAN Reading from 81%to 90% of students. Student learning is demonstrated through the enhance ability to discuss their learning – 100% of students provided with		All grades K–6 demonstrated increased attendance growth. The grades showed attendance rates of 95.7% and above. The majority of absences were due to family holidays overseas during the school term, as well as long term illness. All students were provided with opportunities to discuss their learning through Student Led Reporting and Project Based Learning. All programs contain differentiation strategies

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>opportunities to discuss their learning.</p> <p>>All T/L programs contain evidence of planned differentiation and formative assessment.</p> <p>Student surveys indicate an increase in student engaged assessment and meaningful feedback (60% in 2018, 80% in 2019 and 85% in 2020)</p>		<p>All grades K–6 demonstrated increased attendance growth. The grades showed attendance rates of 95.7% and above. The majority of absences were due to family holidays overseas during the school term, as well as long term illness.</p> <p>All students were provided with opportunities to discuss their learning through Student Led Reporting and Project Based Learning.</p> <p>All programs contain differentiation strategies</p>

Next Steps

The evaluation of the 2018 achievements within this strategic direction has provided the school with guidance regarding the next steps. The overarching theme for the future of this strategic direction is a whole school inclusive program, aimed at targeting 'whole' student across the school. The initiative will include:

- a review of the school's Learning and Support Team procedures. This will be led by staff external to the school,
- enhanced playground opportunities with an outdoor library and more activity opportunities being made available,
- a focus on expected behaviour around the school, with signposted information being used as reflection of the expected behaviour,
- implementation of a Well Being journal, where explicit lessons are taught and students are provided with opportunities to reflect on personal well-being,
- professional learning for staff targeting students with learning needs,
- engagement of a mentor for stage 3 students, in the class and in the playground,
- continue to implement Project Based Learning and other engaging pedagogies,
- implementation of the Putney Public School Film Festival,
- increase the opportunities for students to participate in extra-curricular opportunities,
- continue to provide targeted opportunities for Gifted and Talented, as well as for those with Special Needs.

Strategic Direction 3

School Connects with Community

Purpose

Enhance ongoing and respectful relationships between staff, students, parents and carers and community members in order to achieve the best outcomes for our students.

Enhance partnerships through innovative parent and community learning.

Enhance an ongoing relationship between neighbouring schools, developing a Community of Schools based on common needs and interest.

Overall summary of progress

The school continued with a focus of increasing community involvement within the school. This has included:

PARENT WORKSHOP

Parent workshops were conducted to showcase the implementation of STEM and robotics.

COMMUNITY HELPERS

Members of the school community have assisted in becoming class helpers in a variety of activities.

SPECIAL EVENTS

The school held a variety of events welcoming the parents and community to the school. These events have included:

- Book Week
- Easter Hat Parade
- Fathers Day
- Mothers Day
- Grandparents Day
- Open Day
- Athletics Carnival
- Swimming Carnival
- Cross Country Carnival
- School Open Day
- NAIDOC Assembly
- ANZAC Day
- Harmony Day

STUDENT LED REPORTING

Parents were invited to school to participate in Student Led Reporting where students took the responsibility of sharing with their parents the content that they have been learning about and the skills developed.

STUDENT PRESENTATION

Parents were invited to attend student presentations of their Project based Learning initiatives. Two hundred parents and friends attended the presentations. The parents gained an understanding of what their children were learning and the processes followed.

COMMUNITY OF SCHOOLS

A Community of Schools was established, consisting of Putney Public School, Gladesville Public School, Ryde East Public School and Giant Steps Special School. The Community of Schools focused on a number of initiatives during the year, including:

- inclusive sports program for students with special needs,
- Assistant principals network,

- targeted professional learning for staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students receiving 'You Can Do It!' achievement recognition each year (2018–20). Increase number of students receiving Bronze Award 1 from 85% to 95% in 2018 (sustained 2019–2020) Increase the number of families involved in the school, tracking data on the participation level of families in school events. Increase level by 20% (2018–2020) Feedback from families, in surveys and focus group discussions indicate an increase of 5% in levels of school satisfaction from 90% to 95% 100% of Beginning Teachers will be provided with opportunities to participate in CoS professional development in 2018. Parent attendance at community learning sessions is at 30% of the school community.		92% of students received You Can Do It! awards. 90% of parents attended student presentations. on Project Based Learning. The parent satisfaction level of the school is at 94%. 21% (70/323) of parents attended community workshops on Robotics and Technology .

Next Steps

Based on the evaluation of 2018 initiatives, the following will be areas of focus in 2019:

- enhancing the communication with parents utilising a variety of modes in order to increase their knowledge of what is going on in the school. Every event is to be communicated – newsletter, Facebook and website to be updated regularly,
- extend the opportunities provided by the Community of Schools,
- increase the number of parent volunteers at school,
- promote the school achievements within the local community and in the media,
- parent forum to ascertain parent satisfaction levels,
- increase the number and frequency of Personalise Learning Support Plans for students with special needs,
- continue to provide and invite parents and the community to attend special events

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$55	<p>100% of the school community participated in NAIDOC Day celebrations.</p> <p>100% of classes implement Aboriginal perspectives into the learning programs.</p> <p>Staff are beginning to utilise the '8 Aboriginal ways of learning' framework, which involves eight interconnected pedagogies.</p>
English language proficiency	\$20823	<p>Staff developed the capacity to develop their capacity to cater for the needs of the English as an additional language or dialect (EAL/D) learner.</p> <p>Led by the EALD teacher, a new approach resulted in a change of pedagogy and positive impact on student learning. . The targeted EAL/D students successfully showed individual growth on the EAL/D progressions.</p>
Low level adjustment for disability	\$92,629	<p>100% of students who required low level adjustments were catered for through a variety of adjustment programs. Additional support was provided in the classroom.</p>
Quality Teaching, Successful Students (QTSS)	\$77,031	<p>QTSS funds were used to provide additional time for team supervisors to support the teaching and learning needs of the teachers within their teams.</p> <p>Time was allocated for observation, collaborative planning, team teaching, professional dialogue and feedback.</p> <p>As a result, the capacity of staff to implement engaging data driven pedagogy was enhanced.</p>
Socio-economic background		
Support for beginning teachers	\$12,421	<p>100% of beginning teachers have been provided with targeted professional learning in collaboratively identified areas of need.</p> <p>80% of beginning teachers have taken on leadership roles in targeted areas of interest and skill.</p>
Robotics	\$35,000	<p>100% of students participated in the Robotics program as RFF.</p> <p>100% of staff undertook professional development in robotics.</p> <p>100% of class integrated technology within their Project Based Learning initiative.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	228	239	234	233
Girls	253	243	236	219

In 2018 there was a reduction in overall student numbers although an increase in the number of kindergarten enrolments. The change in school catchment areas in 2019 may have a future impact on the school's enrolment figures.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.7	96.4	97	96.5
1	96.3	95.5	96.8	95.7
2	95.6	96.5	96.4	96.5
3	95.9	96.4	96.4	96.9
4	95.1	95.7	96.2	96.7
5	95.9	96.1	97.3	95.9
6	95.8	95.3	95.1	95.7
All Years	95.9	96	96.4	96.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance at Putney Public School continues to be at a rate significantly higher than the State Department of Education combined figures. The majority of the absences are due to overseas family holidays or long term illnesses.

Student attendance information is distributed via the school newsletter. Ongoing review of roles and

discussions with the Home-School-Liaison Officer allow for accurate tracking of data.

Attendance patterns are monitored and meetings with parents are organised when attendance concerns appear.

The use of ebs ONTRACK and CENTRAL to monitor student attendance

The majority of absences have been for approved extended leave. The school, is making a concerted effort to reduce these absences by informing parents of the positives relating to the ongoing attendance at school.

Structure of classes

Based on student enrolment, Putney Public School had an entitlement of 18 classroom teachers. The school decided that due to the class structure configuration, it would fund an extra teacher for 2018 which resulted in 19 classes across the school K-6. This provided for the opportunity for reduced class sizes, enhanced engagement and increased academic achievement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.39
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.48

*Full Time Equivalent

In 2018 there were no staff members from an Aboriginal background attached to Putney Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2018, significant professional learning was focussed on the enhancing of teacher capacity to implement Project Based Learning, Visible Learning and Robotics.

Individually, staff were provided with professional learning aligned to the Professional Development Plans.

Beginning teachers were provided with ongoing professional learning aligned to their personal goals, school identified needs, accreditation requirements and interest.

Three beginning teachers were successful in gaining accreditation in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	531,302
Revenue	4,099,230
Appropriation	3,762,130
Sale of Goods and Services	3,004
Grants and Contributions	328,746
Gain and Loss	0
Other Revenue	100
Investment Income	5,250
Expenses	-3,866,679
Recurrent Expenses	-3,866,679
Employee Related	-3,282,700
Operating Expenses	-583,978
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	232,551
Balance Carried Forward	763,853

The school's finance committee consisting of the principal, School Administration Manager, Administration Officer and staff representative oversee the financial management of the school.. Funds are allocated for utilities, ground maintenance, emergencies, professional development and staff leave.

School Key Learning Area committees work towards establishing management plan and budget submissions for their targeted areas of responsibility. The finance committee meets and considers these submissions for funding based on availability, school strategic directions, identified areas of needs and impact.

Discretion funding is also available for initiatives that may become available unexpectedly.

In 2018, more than \$120,000 was spent on extra staffing in order to reduce class sizes and also cater for the learning needs of targeted students.

Money not spent in 2018 has been targeted for usage in 2019. This includes:

- whole school well-being initiative,
- funding for extra support teachers to assist students in need,
- flexible furniture for classrooms,
- enhancement of outdoor learning spaces.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,170,262
Base Per Capita	90,884
Base Location	0
Other Base	3,079,378
Equity Total	134,231
Equity Aboriginal	646
Equity Socio economic	6,931
Equity Language	31,862
Equity Disability	94,791
Targeted Total	141,702
Other Total	188,101
Grand Total	3,634,295

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

School assessment data indicated a need for a concerted focus on improving student achievement in writing. This will become one of our focus areas in 2021/19.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The 2018 NAPLAN provided mixed levels of achievement for the students at Putney Public School'

In Year 3 Literacy, the combined percentage of students performing in the top 2 bands across all elements was lower than the school, average over the last three years. These results, combined with school assessments indicate a need for a concerted effort to target the development of the identified skills.

The Year 5 NAPLAN results were pleasing. There was a significant increase in the percentage of students achieving in the top 2 bands in Grammar and Punctuation, Reading, Spelling and Writing. School based assessment mirror this achievement.

One of our focus areas is to develop strategies which will move the large number of students in the middle bands of NAPLAN into in to the top 2 bands.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	1.3	5.3	14.7	20.0	18.7	40.0
School avg 2016-2018	1.4	4.2	16.2	13.9	22.2	42.1

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	1.4	1.4	6.8	21.6	35.1	33.8
School avg 2016-2018	2.3	1.9	9.7	17.1	28.2	40.7

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	4.0	1.3	10.7	18.7	26.7	38.7
School avg 2016-2018	3.2	4.6	7.4	18.5	25.9	40.3

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	1.3	2.7	5.3	18.7	42.7	29.3
School avg 2016-2018	1.4	1.4	11.2	14.4	41.4	30.2

Percentage in Bands:**Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	2.6	5.3	11.8	34.2	22.4	23.7
School avg 2016-2018	2.6	4.1	18.6	32	20.6	22.2

Percentage in Bands:**Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	3.9	3.9	11.8	26.3	31.6	22.4
School avg 2016-2018	2.1	6.7	10.9	30.6	25.4	24.4

Percentage in Bands:**Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	2.6	5.3	14.5	28.9	28.9	19.7
School avg 2016-2018	3.1	6.2	16	32.5	22.7	19.6

Percentage in Bands:**Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	4.0	6.7	29.3	30.7	20.0	9.3
School avg 2016-2018	3.6	7.3	29.5	31.1	19.7	8.8

Year 3 NAPLAN Numeracy results indicate a decrease in students in the top band compared to the school average for the last 3 years. A combination of the percentage of students in the top 2 bands showcases an increase by the 2018 cohort. Significantly there were no students achieving in the bottom band in 2018 Year 3 NAPLAN Numeracy results.

The Year 5 NAPLAN Numeracy results showcase slight increase in students in the top 2 bands as compared to the school average over the last 3 years. There were also no students who were performing at the bottom band in 2018 Year 5 NAPLAN Numeracy results.

Percentage in Bands:**Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	0.0	4.0	9.3	21.3	40.0	25.3
School avg 2016-2018	0	5.5	10.5	23.7	27.9	32.4

Percentage in Bands:**Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	0.0	7.9	21.1	21.1	26.3	23.7
School avg 2016-2018	0.5	6.2	20	26.2	26.2	21

In accordance with the premier's priorities; improving educational results, schools are required to report on their students' performance for the top 2 bands in Reading and Numeracy.

In the Year 3 Reading assessment, 69.8% of the cohort achieved within the top 2 bands. In Year 3 Numeracy assessment, 65.3% of the students achieved in the top 2 bands. This percentage was significantly higher than the Department of Education average.

In the Year 5, 53.9% of the students were performing in the top 2 bands as compared to the Department of Education average of 33.6%. The Year 5 Numeracy assessment showcased that 50% of the students at Putney Public School were performing in the top 2 bands as compared to the Department of Education average of 30.2%.

Parent/caregiver, student, teacher satisfaction

Feedback from parents has indicated a 91% satisfaction level. The areas identified as requiring further focus include the modes of communication and the state of the school oval. Parents are also advocating for Vacation Care to be offered by the school.

Student satisfaction levels are at 97%. Areas identified by students as concerns include the need for more shelter in the playground and more active playground opportunities.

Teacher feedback demonstrates a 94% satisfaction rate with teacher workload and disruptions as major areas of concern.

All these elements will be addressed via the 2019 strategic directions.

Policy requirements

Aboriginal education

In 2018 all the classes, K–6, at Putney Public school continued to embed cross-curriculum priorities into teaching and learning programs. This was particularly evident in the key learning areas of Literacy, History and Creative and Practical Arts.

The school participated in a variety of initiatives including NAIDOC Week celebrations, Harmony Day. Visiting speakers, story tellers and dance performers enhanced student understanding and appreciation aboriginal culture.

Multicultural and anti-racism education

Putney Public School continues to acknowledge, respect and celebrate the diverse school population. Harmony Day is a permanent fixture on the school calendar. The school has an Anti-Racism Contact Officer (ARCO) with the role of mediating and recording complaints of racism. In 2018 there were no complaints.

We have an English as an Additional Language/Dialect (EAL/D) teacher, who supports students and teachers in their learning and teaching programs.

Classroom programs take into account individual student background in the planning and implementing of teaching and learning experiences.

We are a harmonious school environment where all students are welcomed, acknowledged and celebrated.