Putney Public School

2019 Annual Report

2913

Introduction

The Annual Report for 2019 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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All teaching staff trained in STEM pedagogies and 100% of students involved in STEM initiatives by the end of 2018.

Teachers (for Years 2–6) to implement 1 PBL in 2018, 2 initiatives in both 2019/2020.

Formative assessment and data analysis embedded in the teaching and learning cycle with 100% 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) with data indicating 95% of students are provided with opportunities to use learning intentions and success criteria to discuss the learning taking place.

Progress towards achieving improvement measures

Process 1:   Develop and implement staff Performand and Development Plans (PDPs) and engage in personalised, team and shared professional learning.

Evaluation	Funds Expended (Resources)
Professional Development Plans were collaboratively developed with supervisors in stage meetings. Staff set goals linked to system and school priorities, strategic directions, personal teacher development aligned to the professional standards and career aspirations. Executive teachers examined the goals set by staff to guide planning and developed a whole school professional learning calendar. PDP observations and reflection sessions were timetabled, goals were monitored and reviewed in a supportive way. Beginning teachers were supported to use their beginning teacher funds to access individual professional development aligned to the teacher professional standards. Three teachers were successful in gaining accreditation in 2019.	**Funding Sources:** • Support for beginning teachers ($43447.00) • Professional Development ($12131.00)

Process 2:   Create systems, internal and external, to share best practice and collaborate to enhance innovative classroom practice and improve student outcomes.

Evaluation	Funds Expended (Resources)
Through the use of QTSS funding, Stage teams were able to have collaborative planning days once a term to develop teaching and learning programs in response to student need. Google G Suite was used by every stage to collaboratively write programs and share resources. All teaching and learning programs developed by stage teachers include learning intentions and success criteria. These are communicated to students so they know what success looks like and can assess their own learning. Weekly stage meetings are used to share best practice from professional development sessions that team members have attended, discuss student learning and develop consistent teacher judgement. In addition to this, QTSS funding allowed stage teams to have the opportunity to visit each other's	Professional development meetings, stage meetings and LST meetings. APLAs support for LST Self Assessment, Survey designed and conducted and results analysed **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($57000.00)

Progress towards achieving improvement measures	
classrooms to engage in observations, demonstration lessons and team–teaching opportunities. Learning Support Guidelines were developed by the Learning Support Team to ensure best practice and a whole school approach in meeting the needs of all students. The Guidelines include our amended Learning Support process, practices and procedures. We revised our Personalised Learning and Support Plan proformas and checklists for adjustments to learning that need to be included in class programs to support students with learning needs. A yearly timeline for LST practices was developed to be implemented in 2020. It included a timeline for teachers to collaboratively write personalised learning plans with LST members. Draft PLSPs outlining learning goals were shared with parents to ensure goals were achievable and would result in improved student outcomes. The ethos for our school learning and support is: **Celebrate Difference to make a Difference**. The Learning Support Team meets every fortnight to discuss students that require support. An action plan proforma was developed to ensure the Learning and Support Team communicates to all stakeholders the actions being implemented. Our current EAL/D structures and processes were evaluated according to the Department's EAL/D framework to ensure we embed best practice so our EAL/D students can participate and reach their full potential.	

Process 3:   Develop and implement evidence–based teaching practices through Action Research.

Evaluation	Funds Expended (Resources)
Not completed in 2019.	

Process 4:   Building staff capacity in Project Based Learning, STEM, Literacy, Numeracy, Science and History/HSIE by designing and implementing targeted professional learning programs.

Evaluation	Funds Expended (Resources)
Staff engaged in sharing and reflection sessions about the implementation of PBL and what it looked like in different stages. STEM teachers participated in external professional development to support improved STEM RFF lessons for students. Time was provided for STEM and Technology teachers to lead the staff in professional learning on how to effectively use technology such as Greenscreen, Google Sketch up in the classroom. Three members of the Maths Committee attended external TPL about creating units of work in Maths that are compliant with NESA's requirements. This was shared with staff through whole school TPL, to identify the components of a compliant program and to develop a consistent programming template. This is being utilised to varying extents across the school. The Maths Committee ran TPL for the staff about feedback and assessment strategies in Maths. We did not engage an external presenter to come to the school, nor coordinate visits to other local schools. The Maths Committee ran initial TPL to inform all staff about the Numeracy Progressions, how it links to the syllabus and how to use the ALAN software to plot and track student data/growth. Staff also completed online TPL about the Progressions. Stage teams selected a small group of students from each class to plot students on Quantifying Number and Additive Strategies. Feedback was gathered informally by the Maths Committee regarding the use of open–ended problems in classes, as well as their benefit and impact on student engagement and achievement. During stage planning days, stages collaboratively embedded open–ended problems into maths	Attendance at external Professional Development Courses , Robotics and Stem Resources, Mathematics Resources for use in classrooms, Smart Spelling Resources and online TPL for classroom teachers Subscription to Inquisitive–History /HSIE resources for teachers **Funding Sources:** • Robotics ($4000.00) • Professional Learning ($12200.00)

Progress towards achieving improvement measures	
programs. NAPLAN results have indicated that writing, in particular grammar and punctuation, are specific areas of need. The leadership team thought it important to gather data and assess students' skills in grammar and punctuation at a whole school level. Professional learning required teachers in stage teams to use both the English syllabus and the Literacy Progressions (sub elements Sentence Level, Grammatical Accuracy and Punctuation indicators) to develop success criteria for those elements. Staff needed to ensure that the criteria were progressive from years K–6 and based on stage level expectations. To engage students in the writing task, a writing stimulus was created. Teachers and students were excited to discover a "mysterious egg" in the playground. Lots of excitement and discussion led students to brainstorm and clarify their ideas on what it was or how it could have appeared. Students were asked to write an imaginative text. Staff shared the success criteria with the students before beginning the task. Teachers worked in stages to assess the writing samples against the success criteria. Percentages of students who had not achieved the success criteria were calculated and the data was used to plan a series of lessons to explicitly teach the concepts and inform future programming. The whole school moderation was an effective exercise in developing consistent teacher judgement. 100% of classroom teachers participated in Smart Spelling online training which is a K–6 systematic, multi–sensory approach to explicitly teaching spelling. Manuals which contain lists of suggested words for each year level, were purchased to support teachers to implement Smart Spelling in their classroom. 20% of words come from the students' own writing and from all KLAs. Smart Spelling is a sustainable approach as new teachers have access to the training and manuals. K–6 Technology programs were implemented in Stem/Technology classes for selected Stage 3 students and included SketchUp 3D Computer modelling, Game Changer Design Thinking, Scratch Coding, Computer Game design, Adobe Photoshop, Illustrator and InDesign Masterclasses.	

Process 5: Instructional Rounds implemented to reinforce data regarding the implementation of Visible Learning.

Evaluation	Funds Expended (Resources)
Instructional Rounds were put on hold indefinitely, with the Executive Team investigating Quality Teaching Rounds as an alternative for 2020. Visible Learning strategies, particularly relating to Learning Intentions and Success Criteria were monitored through classroom observations and we continue to work towards the target of ensuring this is occurring frequently in 95% of classrooms.	

Process 6: Engage parents in learning sessions focussing on pedagogy implemented, content taught and assessment procedures followed.

Evaluation	Funds Expended (Resources)
Parents were invited into the school to celebrate student achievement through Project Based Learning. The parent community was updated with new pedagogical initiatives through the P&C and increasingly through our fortnightly school newsletter.	**Funding Sources:** • PBL Budget ($2100.00)

Next Steps

Professional learning was largely linked to whole school targets and conducted as a whole school. Increasing the personalisation of professional learning for team members with a range of different experience levels and background knowledge bases, in line with their PDP goals, remains an ongoing focus.

The Beginning Teacher funds will be used to implement a more effective model of mentoring teachers seeking accreditation. Funds will be used to provide beginning teachers with weekly release from face to face teaching and time to meet with their mentor to collaboratively plan personal professional development according to needs.

The Numeracy and Literacy Progressions will be used to develop and implement targeted and differentiated teaching to support students moving through the progressions as students achieve syllabus outcomes, and then regularly plotting students to determine growth and reassess student need. Professional learning in literacy will aim to enhance teacher understanding of data–informed, literacy–embedded learning and teaching practices in reading.

There will be an analysis of components of individual maths lessons/sequences of lessons, to improve student outcomes and teacher consistency in this area. We will measure the impact and consistency of the implementation of open–ended problems across the school. We are also looking at further enhancing student achievement in this area through Number Talks.

Professional development will focus on building teacher capacity to integrate technology across the key learning areas and engage students in STEM activities in the classrooms.

Parent information sessions and parent forums will be organised to inform parents of pedagogy in numeracy and literacy, Learning and Support processes and practices and assessment and reporting.

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."

Improvement Measures

Student attendance target – 97% (increase of 2% in 2018).

20% increase of students performing in top 2 bands on NAPLAN over 3 years. Increase in the % of students demonstrating growth: Years 3–5 NAPLAN (10% 2018, 5% 2019, 5% 2020).

Personalised Learning Support Plans (PLSPs)developed for all students requiring assistance/extension.

Student learning is demonstrated through the enhanced ability to discuss their learning. 100% of students provided with opportunities to discuss their learning.

All teaching and learning programs contain evidence of planned differentiation and formative assessment.

Student surveys indicate that teaching and learning programs embed student engaged assessment and provide meaningful feedback. (60% 2018, 80% 2019 and 95% 2020).

Progress towards achieving improvement measures

Process 1: Ensure the implementation of Project Based Learning and STEM to enhance student engagement with learning opportunities extending student critical thinking and problem solving.

Evaluation	Funds Expended (Resources)
Teacher Professional Learning was provided for Stage teams to discuss PBL big ideas and develop projects to engage our students. Meetings were held following the implementation of the PBL for staff to reflect and discuss successes and challenges, which will guide directions for planning in 2020. Stage 2 students learnt about environmental issues including waste, vegetation destruction, water management, transport and erosion. As part of the Project Based Learning task, students collaboratively developed an action plan to address one of the environmental issues in the school or local community and created an awareness campaign. They surveyed the community– providing links in the newsletter for the school community to complete. The surveys provided the students with data and issues identified by the community and informed the Stage 2 projects. A PBL showcase took place that provided students with an opportunity to share the projects with the community and celebrate the success of the students' learning. Parents and students completed online voting to decide which project was the most beneficial to the school and local community. The year was 2150 and Stage 3 students were given the task of colonising the moon and creating the first lunar theme park in history. Using a currency called "loon" each Stage 3 group was responsible for creating and developing a theme park. Using mathematical, creative and critical thinking skills, each group worked through the logistics of budgeting, drafting and designing a model of the theme park. They used hands on materials and technology to	PBL Professional Development and resources allocated to each stage Resources for Robotics and Stem extension classes Entry of two teams into Bennelong Stem Challenge

Progress towards achieving improvement measures	
showcase their final design. As a final presentation, each group had to persuade and advertise their theme park to the "community" or Stage 2 students. Stage 2 were then asked to vote on their favourite theme park before the teachers announced a winner, based on the votes and also the financial aspects of the project. Stage 1 students built on their knowledge of natural and built features and how these features can be improved, modified or added to in order to suit a different purpose. The students worked collaboratively to design and create a model of an outdoor learning space. The process and projects were shared with the parents through Seesaw. Early Stage 1 worked collaboratively to research sea animals. The project developed the students' knowledge on sustainability as they learnt of threats on sea creatures and the role they could play in protecting sea animals. Together they created an artwork based on their chosen sea creature and with technology such as Greenscreen and Scratch Junior, their sea creatures moved in slow motion across their artwork which was the back drop. The slow–motion videos provided an engaging avenue to display their knowledge with their peers and parents. In conjunction with the K–6 Technology program that was implemented, extension Stem/Technology classes for selected Stage 3 students introduced SketchUp 3D Computer modelling, Game Changer Design Thinking, Scratch Coding, Computer Game design, Adobe Photoshop, Illustrator and InDesign Masterclasses. These classes have resulted in increased engagement and school satisfaction for Stage 3 students. In Term 4, Putney Public School entered two teams into the Bennelong STEM challenge. The students were required to form a virtual design company which would bid for the design of a Bio–Medical Space Hub. To be built on Mars, the stand–alone, modular hub needed to be designed to operate as a laboratory, medical centre and operating theatre. In their design, the students were required to overcome the same challenges faced by NASA engineers if they were designing a fully working medical centre located on Mars. The students addressed a range of challenges from the weight and space issues in freighting items between planets to overcoming the weightlessness, oxygen and electricity requirements of the remote settlement. Beyond a simple design and draw task, the students were required to create a 3D model, trade display, marketing material and develop an intimate knowledge of their design in preparation for a ten–minute presentation to sell their ideas to a panel of industry professionals. This project was all about having the students think through a problem of human habitation, brainstorm a broad range of ideas and concepts and then rationalising the best of these ideas into a solution that meets the design criteria. They were required to develop problem–solving skills whilst working and contributing to a team environment. The Bennelong STEM challenge included public and independent, primary and secondary schools. Putney Public School was rewarded with first and second place in the Primary School competition.	

Process 2:   Planned collaboration between teachers to support consistency of curriculum delivery and strategies for differentiation.

Evaluation	Funds Expended (Resources)
Stage Planning days using QTSS funding, were provided each term to encourage collaboration between teachers and ensure consistency of	Smart Spelling Teacher Manuals and Online TPL

Progress towards achieving improvement measures	
curriculum content and delivery. Every week, stage meetings were held to discuss teaching and learning pertinent to the grade. Consistency of teacher judgement was developed in these meetings through discussion of work samples, differentiation and assessment strategies. Time for planning and collaboration was provided to help build the capacity of teachers to create high quality, differentiated Mathematics programs using programming templates in line with NESA and Department of Education requirements. Professional development focused on unpacking the Numeracy Progressions and ALAN software to plot and monitor student progress and growth in numeracy. Stage teams plotted targeted students to identify common needs to inform planning. The Learning Support Team wrote comprehensive Guidelines for teachers to support students with learning needs and disability. Time was provided for teachers to write Personalised Learning Plans in collaboration with Assistant Principals, the Learning and Support Teacher and parents. Proformas outlining adjustments for students requiring differentiation were developed for teaching and learning programs. Enhance staff capacity to develop engaging and differentiated NSW Board of Studies History and Geography programs. Purchase access to the Inquisitive program for teachers to supplement current History and Geography programs and develop engaging and differentiated learning opportunities with assessments embedded. In 2019 the Smart Spelling program was introduced K–6. Teachers were supported with professional development to implement the program and continue to discuss in stage meetings to ensure consistency of the implementation.	Competitions– entry cost, APLAs– Learning Support as a resource for self evaluation Staff attending Mathematics courses– purchase of mathematics equipment Purchase of Inquisitive Subscription **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($57000.00) • Professional Development ($12200.00)

Process 3:   Utilise assessment in which students are asked to perform real–world tasks that demonstrate meaningful application of essential knowledge and skills.

Evaluation	Funds Expended (Resources)
As a summative Year 6 assessment task, students were engaged in a flipped classroom project. Traditional methods of teaching and learning were flipped and students were given the task of creating and presenting a real–world lesson or series of lessons to their teacher and peers. Students prepared a lesson plan, gave learning intentions and success criteria and assumed the role of the teacher to explain the concepts as a teacher. A rubric and final mark on presentation was given. Project based learning tasks were used as an assessment of learning in Stages 2 and 3. Students were encouraged to enter external competitions such as public speaking and writing competitions. The entries were used as stage work samples for assessment. The Bennelong Stem Challenge and Putney Film Festival provided an opportunity for students to demonstrate their learning within "real life" contexts.	PBL resources –budget provided for every stage. Competition entry fees and resources

Process 4:   Regular collaborative monitoring of student progress through PLAN, Data Walls, formative assessment, tracking sheets and using the information to implement targeted support and effective intervention strategies for students with identified needs.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
All teaching staff engaged in online and face–to–face professional learning about using the PLAN2 software to track students progress against the National Learning Progressions. K–6 classroom teachers plotted a focus group of students on the elements of Creating Texts (for Literacy) and Quantifying Numbers (for Numeracy) at two intervals throughout the year. Two members of staff attended an external professional learning course about effective assessment strategies, and presented the information to all teaching staff. These assessment strategies continued in helping teachers identify students who require additional support or extension opportunities.	Professional Learning– effective assessment strategies National Learning Progressions PLAN2 software

Process 5: Classroom implementation of pedagogy embedding problem solving, formative assessment and student self–regulation.

Evaluation	Funds Expended (Resources)
In 80% of classrooms across Years 1 to 6, teachers began to embed rich, open–ended tasks to promote flexible thinking and problem–solving strategies in Mathematics. Stage 3 students were entered into the Maths Olympiad program this year. More capable students were extended with challenging mathematical problems and teachers were provided with resources to explicitly teach problem solving strategies to the rest of the stage. Teachers continue to develop consistent, efficient and effective formative assessment strategies in all classrooms. Stage teams are building formative assessment for learning and as learning into their lesson sequences. Meetings are used to collaboratively analyse student work samples. The continual cycle of feedback and where to next makes learning visible and meaningful for the students. Exit tickets, student self–assessment strategies and Seesaw have been implemented as formative assessment strategies. The introduction of Parry the Panda's whole school expectations, particularly with the new school signage in Semester 2, supported improved levels of student self–regulation. Putney expected behaviours are clearly visible in targeted areas in the school reminding students to: Be safe, Be Respectful, Be Responsible and Be an Active Learner. The Wellbeing Journal was introduced to Years 1–6 with lessons that focus on self–awareness, self– management, social awareness, relationship skills and responsible decision making. The implementation of the explicit teaching of the content was timetabled at the same time for Years 1–6 classes to ensure consistent delivery. The feedback from teachers and students was very positive and the accompanying teacher manual provides lots of discussion prompts, success criteria, learning intentions and reflection. The You Can Do It program was evaluated by staff and the elements that had significant impact on the students were identified. There were areas of the program that required changes including administrative details. The YCDI awards were presented in stage assemblies and staff were encouraged to follow the program guidelines. The eight Gold Medal recipients for 2019 were celebrated on a wall of fame and in the newsletter to promote the achievements and the program. Student centred initiatives to support and engage students in the playground were implemented including an outdoor library and large outdoor games for students to play. Student Learning Support Officers (SLSOs) were utilised on the playground to encourage social inclusion. Students with Autism from the local Giant Steps School were once again welcomed into our playground one day per week. The school psychologist implemented a "Zones of Regulation" social skills program for a small group of K–2 students who required assistance to regulate their emotions. Teachers reported an improvement in their ability to deal with their emotions and peers in the classroom and on the playground.	Maths Olympiad entry costs Timetabling Maths Olympiad for Stage 3 Expected Behaviours Signage using Parry the Panda SRC and Student leaders making decisions Staff meeting–YCDI survey School Psychologist– Zones of Regulation Program

Progress towards achieving improvement measures

Process 6:   Instructional Rounds implemented to reinforce data regarding the implementation of Visible Learning.

Evaluation	Funds Expended (Resources)
The decision was made to put Instructional Rounds on hold while the Executive Team investigated Quality Teaching Rounds as a preferred method of professional development. The Executive Team are enrolled in professional learning about QTR for Term 1, 2020. Evidence of Visible Learning practices, particularly the use of Learning Intentions and Success Criteria to improve teacher and student clarity, continues to be a focus across all years K–6.	

Process 7:   Utilise and develop digital methods to capture and showcase students' learning journey.

Evaluation	Funds Expended (Resources)
Seesaw was used in all classrooms in 2019 to capture and showcase every student's learning. The use of Seesaw to engage and inform parents of their child's learning has been successful with 68.5% of parents surveyed identifying Seesaw as one of three most popular forms of communication. An online science program called Stile was introduced to Stage 3 in 2019. It engaged students by blending interactive science lessons, science news stories and hands–on investigations to empower students to observe, think, write, and argue like real scientists and engineers. Teachers were able to assess their students' learning using the digital program. Google Classroom was used by all Stage 3 teachers in 2019 as a teacher/student–friendly way of managing classroom documents and assignments. This platform was used to post homework, assignments, reminders and comments which is accessed by all students on any device. When making assignments, teachers were able to upload the necessary documents for the students to read or work on. Students then received e–mail notification of a new assignment. The students "turn in" the assignments when finished, and teachers provide feedback and grade the assignments. Students also have the ability to comment on assignments and announcements, as well as e–mail each other through the Classroom interface.	Seesaw subscription iPads– updated and maintained Notebook technology for Stage 3 students to use

Process 8:   Community presentations to showcase student achievement.

Evaluation	Funds Expended (Resources)
The Putney Short Film Festival was well supported with many students submitting films of a very high standard in a variety of formats. Ten finalists were selected and their entries were showcased at the festival with parents invited to the screening. The finalists walked the red carpet and enjoyed popcorn before winners were announced. The winner of People's Choice and Judges' Choice were Indie L, Madeline M and Gigi G. Runners Up was Sam N and 3rd place for people's choice was Bianca M. All three of the winning films were selected to enter the Film by the Sea Short Film Festival for NSW Primary Schools which were screened at Event Cinemas at Miranda. The short film Be My Bestie by Gigi G, Indi L and Madeline M was awarded Best Cinematography. Grandparents' Day allowed students to showcase their learning and provided an opportunity to celebrate the important role grandparents play in our students' lives. The day included classroom visits, student performances and a display of student creativity and photographic skills in the Inaugural Grandparents' Day Photography Competition. There were a variety of creative and touching photos displayed, which generated much discussion and sharing of fond memories. Guests, teachers and students had the	Staff responsible for organisation of events Communication of events to community Awards

Progress towards achieving improvement measures

opportunity to vote for their favourite photo submitted, based on the theme "Connecting Generations." Winning entries were announced and prizes awarded.

Education and Book Week were combined celebrations in 2019 and included classroom visits and a celebration assembly with performances from our extra–curricular groups such as the Training Band, Senior and Junior Dance groups and Recorder Ensemble. The SRC presented their 2019 initiatives to parents including: Parry the Panda, our new school mascot and newly designed playground and school signs outlining expected behaviours. The theme for Education Week was "Every student, Every Voice". The Mascot Project was an authentic example of our students using their "voice" and being an integral part of the decision making.

During Term 2, Putney students welcomed visitors from Thomas Bowden Retirement Village. The Recorder Ensemble performed and Stage 2 students presented a variety of digital advertisements and short videos they had created. Putney Performance groups and various classes presented dances and songs to entertain local senior citizens at the Putney Bowling Club during Education Week and later in Term 4.

The Senior Choir performed as part of a Combined Schools' Choir at the Ryde School Spectacular at the Sydney Opera House. The Putney Recorder Ensemble performed in the Festival of Instrumental Music at the Opera House.

A Stage 2 PBL showcase provided students with an opportunity to share their environmental projects with parents and celebrate the success of their learning. Parents and students completed online voting to decide which project was the most beneficial to the school and local community.

Stage 2 students worked collaboratively to design and create a 20 cm weight baring bridge in the Lego Masters Challenge. Parents and students were invited to view the designs. Seven bridges were able to hold 12 kg of weight and the winning constructions were able to hold more than 18 kgs.

Students were encouraged to enter Art competitions. Tess J was presented with a second prize in the Ryde Christmas Card Competition. The award was presented to Tess J by the Mayor of Ryde at the Ryde Council Chambers. Alexandra R's Christmas card design was selected from 150 entries to be the Christmas card for the Public Education Foundation. Their achievements were celebrated in the newsletter.

K–6 classes were involved in creating art works as prizes for a P and C raffle. A representative from the local Brenda Colahan Fine Art gallery in Putney came to present the prizes to the winning students.

Sora W was awarded a prize for writing a story in braille in the Sydney Braille Forum Writing Competition. Her award was presented at a presentation evening at Burwood RSL club.

Kindergarten Graduation is a special assembly for Kindergarten students and their parents to celebrate the achievements gained in their first year of school. Graduation certificates were presented to students and some were asked to share their special memories of Kindergarten. The students shared songs and dances with the appreciative audience.

Presentation Day was held once again at Riverside Girls' High School with special guests from Ryde Council, Eastwood– Gladesville Rotary and the P and C in attendance to present Year 6 awards, Citizenship and Technology awards to K–6 students. Class awards for Excellence in English, Excellence in Mathematics, Most Consistent and/or Most Improved were awarded to students with recipients' parents attended the proceedings and the recipients' names were published in the newsletter. The Senior dance group and Performance Band showcased their talents at the Presentation Day.

Progress towards achieving improvement measures

Process 9:   Weekly attendance monitoring.

Evaluation	Funds Expended (Resources)
The Executive Team have investigated and committed to using Sentral for school administration processes, including attendance records for 2020. The Home School Liaison Officer conducted an information session to support staff in deepening their understanding of the policy surrounding school attendance and absences.	Home School Liaison Officer Attendance Data

Next Steps

Modifications to the YCDI charts will be made. Students will have passports that will more manageable for teachers. The certificates have been redesigned to include Parry the Panda. Parry lessons about expectations of behaviour have been designed for Early Stage 1 and the YCDI program and Wellbeing Journal will be implemented in Early Stage in 2020. Awards and levels will be tracked on Sentral.

A social skills program for identified students Years 3–6 was investigated to be implemented next year. The Secret Agent Society program (SAS) is a small group program for children 8–to–12–years–old to help them develop social and emotional skills through a series of games, skills building activities and practice missions. Implemented by our School Psychologist, the program will involve lessons and activities designed to help students gain skills in the following areas: identifying emotions, using appropriate emotional management strategies, meeting new people, dealing with bullying and teasing, coping with confusion and coping with mistakes.

An evaluation of K–6 formative and summative assessment strategies and procedures will be undertaken. Further use of engaging assessment strategies using real–world tasks that demonstrate meaningful application will be explored.

Strategic Direction 3

School Connects with Community

Purpose

Enhance ongoing and respectful relationships betweenstaff, students, parents and carers and community members in order to achievethe best outcomes for our students.

Enhancepartnerships through innovative parent and community learning.

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

Improvement Measures

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 through surveys and focus group discussions indicate an increase of 5% in levels of school satisfaction: 90% – 95%.

100% of Beginning Teachers will be provided with opportunities to participate in CoS network meetings.

Parent attendance at community learning session is 30% of the targeted cohort.

Progress towards achieving improvement measures

Process 1: Provide a range of extra–curricular activities to ensure the entire community has opportunities which enhance cultural, social, emotional, physical and academic wellbeing.

Evaluation	Funds Expended (Resources)
Putney has always provided a wide range of extra–curricular activities to enhance our students' cultural, social, emotional, physical and academic wellbeing. At our school, we celebrate inclusiveness, respect and a sense of belonging for all Australians, from the traditional owners of the land to those who have come from many countries around the world on Harmony Day. Student leaders in 2019 decided to promote Harmony Day by asking all students to research their heritage, share their knowledge with their buddy and complete an activity together to present and display. Students were asked to bring along some food from their culture to share at a buddy lunch. NADOIC week was celebrated with an assembly where the Walangari Karntawarra and Diramu Aboriginal Dance and Didgeridoo Troupe explained the origins of NAIDOC to our students, followed by a dance and digeridoo performance. The troupe then led interactive workshops in classrooms covering a range of topics including dreamtime storytelling, aboriginal music, artefacts, bush foods and medicines. Reach is a youth–led not–for–profit organisation which aims to improve the wellbeing of young people so that they can meet life's challenges and fulfil their potential. Year 5 students participated in workshops to assist them in their day–to–day social and emotional experience of school and help them make positive connections with their peers, understand group dynamics, and build resilience. 100% of Year 5 students were positive about the Reach presentations: "It was good because it made me feel calm and happy as I was able to see	Buddy classes–harmony Day Multicultural lunch Walangari Karntawarra and Diramu Aboriginal Dance and Didgeridoo Troupe Reach Organisation Social Media Awareness Seminar Next Step School Hub Dance Teacher and costumes Debating training day Robotics programs and resources

how many people care about me"

"I liked that it helped you learn new ways to release your anger".

Stage 3 students were involved in a Social Media Awareness Seminar and a presentation from Police Liaison Officers about bullying and the effects of bullies on emotional wellbeing.

In Interschool sport competitions, Putney entered softball, t–ball, Newcombe ball, volleyball and cricket teams in the Ryde Zone PSSA summer competition and AFL, tiger tag, football and netball teams in the winter competitions. Putney Junior Cricket team came second, Junior A Netball team defeated Gladesville in the Grand Final and Senior Boys' Football team came second.

Putney junior and senior teams were also entered in a League Tag Gala Day with over 160 teams participating. Our senior boys' rugby league team won the senior boys division in the Paul Sironen 7s Competition organised by Wests Tigers Development.

Inclusivity in sport was again encouraged with the Next Step School Hub Program where students with disabilities from Putney and neighbouring schools were invited to participate and learn the skills of soccer. The program concluded with a barbecue and medal presentation proudly presented to participants by Jose Bello and his team.

Three Putney dance groups rehearsed and performed under the tutelage of Danni Camage in 2019. Both senior girls and senior boys dance groups were awarded first place at the Battle of the Primary Schools Dance Competition. The junior dance group came fourth in the competition and were highly commended by the judges. The dance groups also performed at Granny Smith Festival, Showcase Assemblies and Putney Bowling Club.

Public speaking opportunities in class are provided throughout the year for our students. Stage 3 students selected to present speeches at the Rotary Public Speaking Preliminary Final were Ella G and Tahlia H. The Multicultural Public Speaking Competition provided students in Stage 2, the opportunity to present multicultural perspective speeches. Rahul B and Kayla Y represented Putney in the interschool competition.

In 2019, a friendly debating team and a competitive debating team were selected from interested Stage 3 students. Our competitive Debating team was very successful. Alanah S, Zoe C, Josh O, Jordyn C, Catherine D and Tahlia H represented our school at the Grand Final of the Ryde/Ku–ring Gai Debating Competition. Putney won the final debate which took place in the Council Chambers before a large crowd of supporters including the Mayor of Ku–ring Gai, Ms Jennifer Anderson.

Academy of Chess offer chess lessons every week to Putney students. In 2019 Putney entered five teams of 3 students in the Holy Cross Invitational Chess Challenge Day. The students were selected from Years 2–6 and were keen to continue playing at school.

The Putney Spelling Bee encourages all students to improve their vocabulary and spelling and is an opportunity for our Years 3–6 students to engage in spelling in a fun and educational way. Two students from each class were selected to compete in the Putney final.

Four students were selected to compete in the Regional Finals.

Junior Division: Amelia G and Kyan G

Senior Division: Jasper L and Joshua O

Extension Stem/Technology classes were offered to various Stage 3 students

Progress towards achieving improvement measures

including SketchUp, 3D Computer modelling, Game Changer Design Thinking, Scratch Coding, Computer Game design, Adobe Photoshop, Illustrator and InDesign Masterclasses. These classes have resulted in increased engagement for the senior students.	

Process 2: Develop and improve the modes of communication between the school and the community, including the use of social media.

Evaluation	Funds Expended (Resources)
Parents surveyed on current communication methods including school newsletter, school website, social media (Facebook/ SeeSaw) to gain feedback on most appropriate and effective communication methods. Survey results analysed and and provided to parents via the school newsletter. As a result of the feedback gained from the school communication survey, the following school initiatives are being implemented: School funded online platform called Sentral for 2020. As part of Sentral, parents will have access to the parent portal application and online features including accessible yearly school calendar, online school newsletters and announcements, Interview schedules, push notifications for online absences, school reports and use of digital permission notes. Update school website in 2020 including home page, gallery showing student achievements and extra–curricular activities and school policies. All grade stationary lists will be sent home before the end of the year Transition afternoon meeting to be implemented at the end of each year for Year 2 parents to find out important information specific for students moving into Year 3 the following year.	Communication Survey Transition programs

Process 3: Engage parents in learning sessions focussing on pedagogy implemented, content taught and assessment procedures followed.

Evaluation	Funds Expended (Resources)
Two one–hour Robotics /Stem workshops were offered to parents to showcase the technology programs that were being implemented with our students. Bee Bots, Ozo bots and programs such as Scratch Coding and Adobe Photoshop were on display providing parents with hands on experiences. Prospective Kindergarten parents and students were provided with an opportunity to engage in literacy, numeracy, technology and sporting activities during Open Day activities for prospective Kindergarten students and their parents. Further information pertaining to content and assessment procedures such as Best Start were provided to Kindergarten parents at Orientation Sessions for Parents. We continue to enhance the capacity of parents to support their child's learning by explaining content taught and assessment procedures during Parent Information Evenings at the beginning of the year. Regular curriculum updates and initiatives implemented are communicated at P and C meetings and in the newsletter in the Principal's Report. A Parent meeting to support students transitioning from Years 2 to 3 was conducted as a response to feedback from parents. Information	Robotics resources Open Day organisation–Year 6 leaders Literacy, numeracy, sports and robotics activities planned

Progress towards achieving improvement measures	
was provided to support parents with students entering Years 3–6.	

Process 4: Timetabled parent feedback opportunities.

Evaluation	Funds Expended (Resources)
Parent feedback opportunities embedded in P&C meetings, school communication and face–to–face meetings and interviews with teachers. The school will continue to explore other means for gaining specific feedback, including conducting the Tell Them from Me survey for Year 4–6 students, parents and staff in 2020.	P and C Meetings and Newsletter– Curriculum Reports Communication Feedback Learning and Support Practices Survey

Process 5: Promote an active and cohesive school environment.

Evaluation	Funds Expended (Resources)
Student leaders and the Student Representative Council selected charities and causes to support throughout 2019. Year 6 students were keen to support a fellow student suffering from Cystic Fibrosis and held an Easter egg raffle which raised $760.00 for research into Cystic Fibrosis. Charity events held on weekends were supported by our school community. Wyatt's Walk and Terry Fox Run were advertised in the newsletter and social media. These fundraisers were supported by our students and families. Efforts by individual students to raise money for charities was celebrated by the school community. Money was raised by Henna B and Luca D for the World's Greatest Shave and a jelly bean guessing competition for Diabetes Australia was organised by Sophie B. Mothers' Day and Fathers' day are special events at Putney. A breakfast was held for both events. Mothers were provided with coffee, pastries and fruit. John Paranchi and the team at McGrath Real Estate generously supplied over 200 tulips which were distributed to mothers who attended our breakfast. Fathers' Day Breakfast consisted of a bacon and egg sandwich cooked by our staff. The breakfast was combined with Jersey Day and Luke Brooks Wests Tigers player came to mingle with the fathers and have a photo opportunity. A Careers Fair was held for Years 36 students and well supported by our community. Students were given the opportunity to learn and ask questions about a number of professions currently practised by some of our parents at Putney. The experience proved to be engaging for the students and some reactions from students: *"Oh, that's what I want to be!"* *"That was cool... I'd like to do that."* *"I want to do all of* [the stations]*will we do more another day?"* And one from a presenter: *"I actually got a lot out of it myself!"* P and C fundraising events such as school discos and the Trivia night were well supported by parents and teachers.	Students Leaders and SRC Meetings Catering for Mothers' and Fathers' Day Breakfasts Careers Day– Parent presenters Signage for targeted areas outlining expected behaviour

Progress towards achieving improvement measures	
The SRC thought of suitable names for our Panda school mascot and surveyed all students K6 to vote on their favourite name. Our mascot's name is Parry the Panda which is one of our boundary streets. The student leaders in collaboration with teachers developed rules of expected behaviour in targeted areas around the school. The rules were presented to the SRC and staff to review. The Putney rules are now displayed under the four headings: Be Safe, Be Respectful, Be Responsible and Be an Active Learner.	

Process 6:   Creation of a **Community of Schools**:
- Timetabled professional development sessions
- School visits where staff from participating schools model, guide and support each other to ensure best practice is aligned with the professional teaching standards and the School Excellence Framework
- Beginning Teacher network meetings
- Extension opportunities timetabled for students in targeted areas

Evaluation	Funds Expended (Resources)
Community of Schools put on hold indefinitely due to specific school focuses aligned to our School Plan. Teacher professional budget utilised for ongoing professional learning for all staff with a range of different experience levels and background knowledge bases, in line with their PDP goals. Classroom visits, observations, team teaching situations implemented on site which were aligned to PDP goals, professional teaching standards and the School Excellence Framework.	

Next Steps

We will
continue to explore opportunities to link with local schools where initiatives
align. The Teacher Librarian and
EAL/D teachers will visit local schools to observe best practice aligned to the
professional teaching standards.

The school will
continue to explore other means for gaining specific feedback, including
conducting the Tell Them from Me survey for Year 4–6 students, parents and
staff in 2020.

Parents will be
consulted on reporting and assessment at Putney. A new report format using
Sentral, will be developed in consultation with parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($600.00)	NADOIC week was celebrated with an assembly where the Walangari Karntawarra and Diramu Aboriginal Dance and Didgeridoo Troupe explained the origins of NAIDOC to our students, followed by a dance and digeridoo performance. The troupe then led interactive workshops in classrooms covering a range of topics including dreamtime storytelling, aboriginal music, artefacts, bush foods and medicines to help our students develop an understanding and appreciation of indigenous culture past and present.
English language proficiency	**Funding Sources:** • English language proficiency ($0.00) • Targeted student support for refugees and new arrivals ($0.00)	EAL/D structures and processes were evaluated according to the Department's EAL/D framework to identify the areas of EAL/D support that are operating well in the school and the areas that need strengthening. Students either worked with the EAL/D teacher in small withdrawal groups or with the teacher supporting them in class. All teachers are responsible and supported for establishing a class environment that promotes differentiated learning and values cultural and linguistic diversity.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($131 618.00)	The Learning and Support Team used these funds to employ Learning Support Officers (SLSOs) to support teachers to address the needs of identified students in the classroom and playground. The Learning and Support Teacher (LaST) coordinated the implementation of the MIniLit reading programme to Stage 1 students and timetabled support in the classrooms. In 2020 the MiniLit and MultiLit programme will be implemented to targeted students.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($57 000.00)	QTSS funds were used to provide additional time for Assistant Principals to supervise and support the teachers on their team to achieve their Professional Development Goals. Supervisors observed teaching practice, provided verbal and written feedback and mentoring to collaboratively plan and implement programs to optimise student learning. Teachers were provided time to observe best practice and the opportunity to team teach with their colleagues. Stage teams were provided with planning days once a term to encourage collaboration, consistency of curriculum delivery, assessment strategies both formative and summative. and sharing of resources using Google suite.
Socio–economic background	**Funding Sources:** • Socio–economic background ($0.00)	This funding ensured that all students had the necessary school resources, uniforms and were able to participate in school programs and excursions.

Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($43 446.62)	Beginning teachers attended professional learning courses that linked to their Professional Development Plan and identified goals. They were given time to reflect and plan how to implement the strategies in their own class. They were encouraged to share their knowledge with their teams. Mentoring support by their supervisor was provided to assist beginning teachers to plan literacy and numeracy programs and observe best practice. Three of the beginning teachers were supported in their application to gain accreditation as Proficient Teacher and were successful.
Robotics	**Funding Sources:** • ($38 847.00)	The Robotics program was continued to be delivered as part of the RFF allocation. Teaching robotics has been an effective way to introduce coding to students. Learning activities have included using Bee–Bots, Littlebits and Spheros to undertake independent investigations and problem–solving challenges, collaborative enquiry–based learning, and creative thinking tasks. The tasks were engaging and suitable to students with a range of abilities. Robotics teachers were provided time to develop their capacity to use robots in the classroom and develop teaching and learning programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	239	234	233	248
Girls	243	236	219	236

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.4	97	96.5	94.7
1	95.5	96.8	95.7	93.8
2	96.5	96.4	96.5	95.3
3	96.4	96.4	96.9	95.9
4	95.7	96.2	96.7	94.9
5	96.1	97.3	95.9	95.9
6	95.3	95.1	95.7	94.3
All Years	96	96.4	96.3	94.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.38
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.48

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	763,853
Revenue	4,334,343
Appropriation	3,986,905
Grants and contributions	342,397
Investment income	4,292
Other revenue	750
Expenses	-4,130,611
Employee related	-3,601,974
Operating expenses	-528,637
Surplus / deficit for the year	203,732

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	93,792
Equity Total	175,804
Equity - Aboriginal	0
Equity - Socio-economic	7,855
Equity - Language	68,762
Equity - Disability	99,187
Base Total	3,218,338
Base - Per Capita	106,056
Base - Location	0
Base - Other	3,112,282
Other Total	317,673
Grand Total	3,805,606

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Learning and Support School Self Evaluation

The purpose of the self–evaluation
was to objectively examine the school culture and the current LST (Learning and
Support) processes and strategically plan for improvement to ensure the
learning needs of all students are met. We enlisted the support of the
Assistant Principals Learning and Support (APLAs) as an external body to
interview teachers to describe their experiences and assess the LST processes
at our school. The interviews also gauged the teachers' understanding of their
obligations to support disability. The APLAs examined teaching and learning programs
and Learning Support plans that were being implemented with students requiring
support.

The findings of the teacher interviews revealed:
- staff understood that it is their responsibility to make adjustments for students with disabilities to access the curriculum and participate in all school activities. Teachers mentioned both differentiation and adjustments.
- students who are experiencing difficulty access age/stage appropriate outcomes may fall under the broad definition of disability. Some students will have a confirmed diagnosis whilst other students may not.
- there wasn't a universal understanding of the broad definition of disability as per the Disability Discrimination Act (DDA) and the Disability Standards for Education (DSE).
- a LST pre–referral process is in place, however most reported tat it is inconsistent and that the process stalled at the referral level to the Learning and Support team. Concerns raised were around communication, feedback from the meeting and the lack of clear action plans.
- monitoring of plans and the impact of adjustments appeared limited
- teachers did not feel that learning and support practice increased their knowledge of effective strategies
- Support Plans need to be collaboratively written by the teacher and Learning Support team
- not sure whether LST addressed the needs of G&T students
- there is an inconsistent understanding of personalised learning and support plans
- teachers are seeking further opportunities to collaboratively plan and implement programs with the LaST.
- most staff reported that the concept of a whole school approach to learning and support needs to be revised and strengthened. Inconsistency in documentation and names for support plans
- a system where teachers and staff can access information on students
- there was little reference to parent consultation when planning adjustments for students with additional needs
- SLSOs were valued
- the school psychologist is proactive with staff, students and teachers

Student survey:

A Putney teacher on the self– evaluation committee interviewed 57 students individually to gauge their satisfaction with school. Students interviewed had varying levels of learning and social competencies.

Findings:
- 100% of students interviewed enjoyed coming to school. When asked why they replied that they like to learn.
- Students said that they would like more group work and like to do the same work as their class mates.
- Students enjoy spending time on the playground– they feel safe and know where to find the teacher on duty because of the high vis vest.

students feel that they can ask their friends, class teacher or teacher on duty for help if required.

Parent Survey

A focus group of 22 parents who have children with Personalised Learning Support Plans were selected to survey. Only 8 parents responded. The findings:
- Parents valued the goal setting meetings and appreciated that the APLAs were in attendance with some meetings
- It was evident that in 2019 there had been increased parent consultation in the goal setting meetings
- most parents are appreciative of the effort and support class teachers provide students with additional needs
- parents were concerned that their child was not meeting age outcomes

parents felt that there is a need for increased professional learning around disabilities and additional learning and support needs

As a result of the self evaluation and the recommendations the following have been implemented:

- Learning and Support Guidelines have been written in consultation with the staff and LST team. The Guidelines include a whole school philosophy, team roles and responsibilities, a flow–chart outlining the process and steps in the LST referral process, proformas for Personalised Learning and Support Plans (PLSPs), Yearly Timeline of dates for collaboratively developing PLSPs and parent consultation and goal meetings, proformas detailing adjustments to accompany class programs.
- LST team will write Action plans documenting action to be taken after referral
- LST team have planned and presented TPL for staff on Disability Discrimination Act and the Disability Standards for Education
- Sentral has been purchased for 2020 to enable teachers to document student well being etc.
- The SRC wrote rules for K–2 playground equipment which are displayed in every K–2 classroom.
- SRC developed signage for rules and expectations in various parts of the school
- Professional learning for teachers on best practice for Gifted and Talented ???

Parent Communication Survey

There were 108 respondents who participated in an online school communication survey which provided the school with insights into the various methods of communication that parents and caregivers are using, what they find most valuable and areas for school improvement. Results indicate that school newsletter (85.2%), class parent communication (81.5%) and Seesaw (68.5%) are the 3 most popular modes of communication for parents. 97.2% of parents surveyed access school communication via an iPad, android or smart device. 58.3% of parents would like to receive permission notes in a digital form and 40.7% would prefer the capability of permissions via electronic digital signature.

As a summary, other information parents would like communicated is: Sporting/ Extra Curricular Groups, tennis and swimming information; school and zone carnival allocated dates when these are booked; athletics, gymnastics programs and days for each class; discipline issues and student academic concerns as these arise; specific learning focuses each term or semester and a school calendar with all events.

As a result of the feedback gained from the school communication survey, the following school initiatives are being implemented:

- School funded online platform called Sentral for 2020. As part of Sentral, parents will have access to the parent portal application and online features including accessible yearly school calendar, online school newsletters and announcements, Interview schedules, push notifications for online absences, school reports and use of digital permission notes.
- Update school website in 2020 including home page, gallery showing student achievements and extra–curricular activities and school policies.
- All grade stationary lists will be sent home before the end of the year
- Transition afternoon meeting to be implemented at the end of each year for Year 2 parents to find out important information specific for students moving into Year 3 the following year.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.