

2020 Annual Report

Putney Public School



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Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing
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 Performance and Development Plans (PDPs) and engage in personalised, team and shared professional learning.

Evaluation	Funds Expended (Resources)
<p>PDPs were initially discussed and collaboratively developed in stage teams. Executives supported staff to set pertinent goals linked to either system and school priorities, the school plan and strategic directions and personal goals aligned to the professional standards and career aspirations. The Executive team examined PDP goals set by the whole staff to help develop and guide planning of our school professional learning calendar. Executives also assisted their teams in sourcing relevant professional learning opportunities especially the many Department resources that were offered to assist with online learning.</p> <p>Early Career teachers were supported to use some of their funding to access individual professional development opportunities in line with the professional standards. Three teachers were successful in gaining accreditation in 2020. Teachers in specialist roles such as the LaST, EAL/D, Teacher/Librarian and the School Counsellor/Psychologist were supported to attend Network meetings and participate in external professional development opportunities to build their capacity in fulfilling their role.</p>	<p>Professional Development Funds</p> <p>Beginning Teacher Funds</p> <p>Network Meetings</p>

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)
<p>Stage planning days were timetabled once a term using QTSS funding. During these sessions, units of teaching and learning activities were written in response to student need. Google G Suite continues to be used by every stage to collaboratively write programs, share resources and collate student assessment results. Weekly stage meetings provided an opportunity for stage teams to discuss progress of learning programs, analyse student data including attendance data and develop consistency of teacher judgement by</p>	<p>QTSS funds</p> <p>Casuals- COVID</p> <p>Sentral -subscription</p> <p>School Services</p>

Progress towards achieving improvement measures

analysing and discussing work samples. Teachers collaboratively planned assessment tasks and developed online learning activities and schedule of learning to support their students.

Google Classroom was the system used in Years 3-6 to set learning tasks, provide feedback to the students, share video lessons and teach lessons via Zoom to ensure continuity of learning. Years 3-6 staff asked parents for feedback via Google Forms before planning further online work. Many teachers had to build their capacity with online professional learning to effectively use Google classroom and Zoom with their students. Teachers had daily check ins with their students to ensure ongoing support for the students' learning and welfare. The school used funds to subscribe to a premium version of Seesaw that K-2 students and parents were already familiar with using in the classroom. The online platform was used to share videos, photographs and work samples with their teacher who was able to provide feedback. Teachers also videoed lessons which were uploaded to Seesaw and easily accessed by the students.

In Term 2, 2020 casuals were allocated to our school due to COVID and this enabled us to trial G.O.A.T. (Go Observe Another Teacher) observations on a voluntary basis - 12 teachers participated in the process and 100% indicated it was a helpful process and they would choose to engage in it again.

The software Sentral was purchased and implemented to manage school administration, student well being and attendance. Staff were trained to use the system to mark rolls and plot behaviour incidences., The Sentral Parent Portal was implemented to help improve communication between the school and parents with online features such as sending absence details, booking parent interviews online.

Staff meetings dedicated to Professional learning are timetabled every fortnight and planning of this schedule is completed by Executives at the beginning of the term or semester to meet school strategic directions, system compliance and PDP goals where possible. Weekly half hour school meetings provided time for staff who have attended professional learning to share what they have learnt with their colleagues. This time was allocated for stage teams to also share their use of technology across KLAs. Staff meetings continued via Zoom due to staff working from home and offsite.

In the second semester we ran professional learning around the What Works Best document and themes to ensure it was familiar with 100% of the teaching staff. It was received well by staff with very engaged sharing sessions and reflective surveys following the PL about what they are currently doing relating to the themes and what changes to their individual practice they could make.

Our Reading project with School Services has also led members of the executive team to engage in their own learning and professional reading relating to the current body of research around the Science of Reading.

A mentoring program with staff from a nearby school was established to support our Teacher Librarian and temporary contracted EAL/D teacher teachers in their specialist roles. Our teachers set up a timetable of visits and collaboration with their mentors and observed practice, organisation and programming. Unfortunately, the mentoring became difficult due to COVID. With the employment of a permanent teacher in Term 2, a mentoring program was established with the early career teachers

The Learning and Support team continued to implement the processes and structures developed in 2019 to ensure a whole school approach in meeting the needs of all students. The yearly timetable of LST practices was followed. Personalised Learning and Support plans were shared and developed collaboratively with parents and carers every term. Class profiles and detailed notes for casual folders were developed to ensure continuity of support for

Professional Development funds

Progress towards achieving improvement measures

students with needs if teachers were off class.

Comprehensive Handover Notes were developed using a school proforma for teachers to provide detailed information to the next teacher to help ensure a smooth transition.

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

Evaluation

Funds Expended (Resources)

Not completed in 2020.

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)

The restrictions of COVID and online learning meant that staff were required to complete online courses to develop their capacity to use technology, such as Google Classroom and Seesaw, to ensure continuity of learning at home.

The Mathematics Committee provided professional learning to staff on Number talks, which are 10-15-minute short discussions among students and the teacher in regard to solving a mathematical problem. The focus being on thinking about all the possible methods to find the answer. To further support our focus on problem solving, the school purchased a year's subscription to Matharoo which is a website that provides teachers with weekly word problems linked to popular culture and current events. The online resource encourages students to see the relevance of mathematics in their everyday world. There are four levels and teachers used different levels in their classes to differentiate learning.

The Mathematics Committee led the staff to work in teams in developing engaging learning experiences and open-ended tasks to enrich student learning in measurement, which was one of the areas identified in 2019 Naplan, as an area to focus on which could improve student outcomes.

Renaissance, an online Independent Reading program, was purchased to encourage and improve independent reading and fluency. The program begins with an online test that provides class teachers with student reading ages and range including diagnostic information. Once a reader has completed a book they can complete a quiz to demonstrate their understanding of what they have read. Years 3-6 teachers completed online professional learning sessions outlining how to effectively implement the program in classrooms.

Subscriptions to Wheelers e books and audio books and MyOn digital bookstore were purchased to ensure our students had access to online reading material during the home learning period. Online readers continue to be used in literacy groups and for home reading.

School Services were engaged to support our school in the teaching and learning of reading. The focus of the Strategic support was to enhance teacher understanding of data informed, literacy embedded learning and teaching practices in reading. The project helped develop K-2 staff understanding of effective evidence-based reading practices with a focus on phonics and phonemic awareness, whilst Years 3-6 staff were supported in developing quality planning and programming practices incorporating effective reading strategies in vocabulary. The project has had a positive impact on student learning as our data has shown student growth in the focus areas due to practices implemented.

Our project with School Services has also led members of the executive team

Matharoo Subscription

Renaissance subscription

Wheeler's e books and audio books

MyOn subscription

Inquisitive Subscription

Library budget

Progress towards achieving improvement measures

to engage in their own professional learning and research relating to the current body of research around the Science of Reading. This will be a continued focus and priority for professional learning in 2021.

Library borrowing has increased significantly from 2019, with 141% increase in borrowing of fiction books, 53% increase in non-fiction books, 73% increase in junior fiction and 35% increase in Picture books. 87% of students completed the Premier's Reading Challenge, which is 14% increase from 2019. 100% of K-2 students completed the challenge.

Technology Interest groups began once students returned to school. The technology teacher presented the staff with a synopsis of programs used and how they could be used integrated into class learning programs. Three members of staff who attended professional learning on robotics lead a session where staff examined the school's robotic resources and explored different ideas that they could be incorporated into learning in the classroom.

Book Creator is a software program used in library lessons and the librarian shared this resource with the staff and as a result this program is being used by a number of classes to make writing more engaging.

Inquisitive an online HSIE programming tool was purchased to support teachers to develop engaging HSIE units of work and learning activities. Clickview was a free resource during COVID and provides relevant educational and interactive videos aligned to the Australian Curriculum. Staff were shown the feature of using the interactive videos as assessment tasks and some teachers used this resource effectively in their classrooms.

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

Evaluation	Funds Expended (Resources)
The executive team attended professional learning around Quality Teaching Rounds in Term 1 2020. Following this, we were selected by Newcastle University to participate in a research project relating to the impact of QTR. Unfortunately, with COVID, this has been put on hold until 2021 and is likely to continue into 2022. In the first instance, this will be conducted by a team of four teachers and must include one permanent teacher on Stage 2 (due to the tracking tools utilised by the university).	Quality Teaching Rounds Professional Learning

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

Evaluation	Funds Expended (Resources)
<p>Early in the year, parents were invited to attend our annual "Meet the Teacher" session where they can not only meet the teacher and Stage team but learn about our student focuses in each Key Learning Area, hear of learning opportunities for students and school initiatives. Parents unable to attend are able to access the presentation via a URL link.</p> <p>Curriculum Parent information sessions that were planned did not go ahead due to COVID and teachers using their time to plan, create video lessons and support parents and students with their online learning.</p> <p>Parent Information sessions of 2021 Kindergarten students were included in Zoom Information sessions due to the inability to have parents onsite.</p>	

Next Steps

Staff have engaged in a range of professional learning about reading, writing, mathematics, technology and learning support/additional needs. We will work towards a consistent way to share this knowledge and utilise it to create and

sustain whole school change. Monitoring staff needs for professional learning, their prior knowledge in certain areas, their reflections following the professional learning and the implications for their practice, is something to consider moving forward to allow us to better measure the impact of the professional learning that is being provided to staff.

In 2020, work began on a new Scope and Sequence for integrating technology in the classroom. Building staff capacity to embed these practices into the classroom continues to be a focus. Visible learning, Learning Intentions and Success Criteria are familiar for all staff, but their use is inconsistent across stages and learning areas. Learning walks will help to monitor implementation in the classroom. Building capacity with the use of formative assessment strategies remains a focus.

Over the last planning cycle, curriculum focus areas have shifted in English from writing to reading. Staff have engaged in a whole school project with School Services in 2020 to work towards our school target for reading. We need to sustain this, whilst also building the capacity of our staff to teach high quality, engaging writing lessons to improve outcomes. In mathematics, we have introduced number talks and open-ended tasks to enrich learning experiences and provide improved opportunities for differentiation - these are embedded inconsistently across the school as was shown through an internal staff survey. Improving teaching and learning of measurement concepts to support improved outcomes as measured by NAPLAN/Check-in assessments remains a focus. Classroom resource kits for teaching mathematics and also some whole school measurement resources have been purchased. Embedding the use of this new equipment to engage and add context to measurement lessons is a continued goal.

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)
All stages except Early Stage 1 implemented Project Based Learning in Semester 2. The PBL projects were an ideal opportunity for teachers to integrate technology and Key Learning Areas. Students were able to work collaboratively to be critical and creative thinkers and problem solvers. Stage 1 made class recipe books using Book Creator following much discussion of favourite family recipes which linked well into the family history unit being studied. The kitchen garden produce allowed for some cooking to be recreated and enjoyed. Stage 2 integrated PBL with their geography unit of Places Similar and Different and provided an opportunity to enhance their skills using technology to find relevant information. Students worked collaboratively in small groups to research a place either in Australia or a neighbouring country. Their second task was to create a place and describe its location, climate, different features both physical and man-made, animals and any other details. Optional extras were built into the task to allow for differentiation. Stage 3 PBL was a culminating task for the unit on Australian Government. Students worked collaboratively to identify issues in their community that they thought important enough to create a political party to address the issue. They needed to create a logo, slogan using iMovie, pod casts, green screen to develop advertising campaigns, pamphlets. Their progress was tracked by teachers using blogs. All parties presented their political party to the stage who were able to vote on the party they thought was most persuasive and necessary.	\$2000 for each stage for PBL projects

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

Progress towards achieving improvement measures

Process 2: differentiation.

Evaluation	Funds Expended (Resources)
<p>Teachers worked collaboratively with their Stage leaders and LaST to write PLSPs and learning goals for students with learning needs. Strategies for differentiation were outlined during the PLSP initial and review meetings with parents.</p> <p>Regular stage meetings and stage planning days have ensured that teaching and learning programs and assessment tasks are consistent across the grade/ stage. Discussion of ways to support learning and strategies for differentiation are discussed regularly. The use of Google Drive has meant teachers can easily work collaboratively on their programs and assessment tasks. All teaching programs contain evidence of planned differentiation and formative assessment.</p> <p>MacqLit an explicit and systematic reading intervention program was introduced to Stage 2 and 3 students. Stage teams analysed data to select students that would benefit from the small group 1 hour each day for three days per week. Seventeen students were enrolled in the program and 100% of students made an improvement of more than 10 levels from the pre-test to the post test.</p>	<p>Stage Planning meetings- 1 day per term QTSS</p> <p>Professional Learning</p> <p>MacLit programs SLSO Funding</p>

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)
<p>Project based learning provided engaging tasks that related to the real world. As the projects were culminating tasks in HSIE units they were used to assess students' knowledge and skills.</p> <p>Many external competitions such as Bennelong Stem Challenge were cancelled due to COVID. The Putney Film Festival was not as well supported this year probably due to online learning at home. The Grandparent Photography Competition went ahead in 2020 for Grandparents' Day. More students submitted entries to the "Learning Together" photography competition than the previous year.</p> <p>Matharoo an K-6 online resource for teachers, presents weekly mathematics problems that are related to current events and everyday real-world situations. Three levels are provided to allow for differentiation and gifted and high potential students who require challenging mathematical tasks.</p>	<p>PBL Budget</p> <p>Matharoo Subscription</p> <p>Putney Film Festival</p>

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)
<p>School Services worked with the school leadership team to implement an action plan aimed to enhance teacher understanding of data informed, literacy-embedded learning and teaching practices in reading. Executives began the process of developing data walls to use in team meetings to track the progress of students. K-2 staff used PLAN2 to plot students against phonic knowledge and word recognition whilst 3-6 students were plotted against Phonic Knowledge and Word Recognition, Fluency and Understanding texts. The data walls helped to identify students requiring intervention strategies such as Minilit and MacLit programs. All Year 1 students were assessed with the Department Phonics Check In and teachers implemented explicit lessons for those students identified. The Years 3 and 5</p>	<p>School Services</p> <p>Phonics Check In -Year 1</p> <p>Renaissance Subscription</p> <p>MyON subscription</p> <p>Check In Assessment -Years 3 and 5</p>

Progress towards achieving improvement measures

Check in Assessment provided more data that stage teams analysed and continued to monitor Reading progress.

Renaissance Reading data for Years 3-6 students was used to track progress of reading comprehension and habits. Progress was discussed with individual students and students who were reluctant readers were identified. The online myON that supplements Renaissance gives access to more than 6,000 digital books. Titles are matched to each individual student's interests, grade and reading level and includes reading tools and supports that help to foster student engagement and achievement.

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

Evaluation	Funds Expended (Resources)
<p>In all Years 1 to 6 classrooms , teachers began to embed rich, open-ended tasks to promote flexible thinking and problem-solving strategies in Mathematics. Matharoo provided word problems that were linked to every day events and allowed teachers to explicitly teach problem solving strategies.</p> <p>Teachers continue to develop consistent, efficient and effective formative assessment strategies. 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. Student self-assessment strategies and Seesaw have been implemented as formative assessment strategies.</p> <p>Signage of Putney's expected behaviours are clearly visible in classrooms as well as targeted areas in the school reminding students to: Be safe, Be Respectful, Be Responsible and Be an Active Learner.</p>	<p>Matharoo Subscriptions</p> <p>Maths Olympiad subscription</p>

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

Evaluation	Funds Expended (Resources)
<p>Visible Learning practices, particularly the use of Learning Intentions and Success Criteria to improve teacher and student clarity, is evident in classrooms and teaching and learning programs. It continues to be a focus. Quality Teaching rounds was postponed till 2021 due to COVID.</p>	

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

Evaluation	Funds Expended (Resources)
<p>Seesaw was used in all K-2 classrooms to capture and showcase student learning. The premium subscription was purchased as it provided teachers with more tools to support home learning with students. Years 3-6 classrooms used also Seesaw but not consistently and to the same extent as K-2 teachers. Google Classroom was the digital method used by Years 3-6 teachers to provide learning activities and feedback to students.</p> <p>The Putney Facebook page and the School Website captured activities and learning that was taking place to maintain connections with our community.</p> <p>Zoom meetings with parents and students were a daily occurrence to ensure students were supported with home learning. A digital survey of online learning was completed by Stage 2 and 3 parents.</p>	<p>Seesaw subscription</p> <p>Laptops- purchase</p> <p>iPads-purchase</p>

Process 8: Community presentations to showcase student achievement.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Covid meant that community presentations were very different this year. To celebrate Education Week, every class put together a short video of images highlighting the many varied aspects of learning that takes place. The <i>Learning Together Education Week</i> videos were able to be accessed by parents via a link and were put on Facebook and the school website.</p> <p>Presentation Day was held onsite with separate stage assemblies. Year 6 awards, Rotary Citizenship and class awards for Excellence in English, Excellence in Mathematics and Most Consistent or Most Improved were awarded to students with recipients' parents in attendance. Students not attending were able to watch the proceedings via Zoom in their classrooms. The separate assemblies proved to be well received by the parent community as the setting was more intimate, the assembly shorter and parents were able to congratulate their children straight after the event.</p> <p>The Putney Short Film Festival was celebrated with parents through the newsletter and students. Unfortunately, the actual screening to a live audience was not able to go ahead.</p> <p>Dance group performances were filmed and uploaded to our school website and social media and celebrated in the school newsletter. The response from our followers on Facebook was amazing as the standard of the performances were excellent.</p>	Presentation Day- Certificates , trophies

Process 9: Weekly attendance monitoring.

Evaluation	Funds Expended (Resources)
Sentral was used for administrative practices including attendance monitoring. Whole school attendance was monitored daily for the Department. The software provided teachers and the executive team with a pattern of attendance that was analysed and measures put in place for students at risk. Close monitoring of online learning was supported with check ins with parents. The Home School Liaison Officer supported staff with the return to school for some students following the period of learning at home.	Sentral subscription

Next Steps

Sentral has been used for tracking and monitoring attendance. Wellbeing features used for tracking and monitoring student behaviour and wellbeing incidences will be used in 2021. PLSPS will also be tracked using Sentral.

Evidence-based assessment tools will be investigated to support a consistent, whole-school approach to ensure all staff are aware of student progress and need. Embedding time to look at, analyse and use data (beyond stage groups) to guide future teaching and learning is a priority.

Parent information sessions will be timetabled throughout the year to inform parents of teaching and learning programs and assessment tasks being implemented.

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.

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)
<p>Putney always provides a wide range of extra-curricular activities to enhance our students' total wellbeing. Unfortunately, many of the activities such as drama, choir, debating, Spelling Bee and some sporting activities were cancelled due to COVID Restrictions.</p> <p>A shortened Summer PSSA competition resumed in Term 4. Our school entered teams in Newcombe Ball, Volley ball, T-Ball and softball and cricket. Both our senior and junior cricket teams won their competition.</p> <p>Many of the events where we invite visitors to engage in the planned activities had to be presented virtually or through Zoom. The Virtual Easter Hat Parade and Education Week was sent out through Facebook and the School Website. Our three Dance groups performances were some of our most popular posts on Facebook. The Grandparents' Photography Competition was also well supported.</p> <p>This year the kitchen garden was reintroduced with more garden beds installed in the 3-6 playground. Parents assisted where possible to help Year 2 plant fruit and vegetables. Year 2 looked after the plants and used the produce to cook spinach and ricotta rolls and eat the tomatoes and snow peas as part of Crunch and Sip.</p>	<p>Kitchen Garden -fruit trees,</p> <p>3-6 Garden beds- soil, plants</p> <p>Children gardening tools</p>

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)

Progress towards achieving improvement measures

The Putney Press Gang initiative aims to provide an opportunity for our students to drive more of the storytelling across our communication hubs which include the website, newsletter and the school Facebook page. The Year 6 Roving Reporters are also given an opportunity to develop skills and confidence in the media and communications space.

During the year, the Putney Press Gang surveyed students about the canteen. The results were used to design the new Canteen menu. They have interviewed staff members and community helpers for our school newsletter and former pupils of Putney in preparation for our Centenary Celebrations in 2021.

The newsletter has provided more detailed information about curriculum matters, events and celebrations of student and staff achievements. Facebook continues to attract more followers, especially from the wider community in the lead up to our centenary. At the moment there are 850 followers.

The school website was updated including the home page, gallery showing student achievements and extra-curricular activities. This process continues to be ongoing and the role has been assigned to a staff member with time every week to review and update where necessary.

Putney Press Gang-lanyards

Parent support with Putney Press Gang

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

Evaluation	Funds Expended (Resources)
<p>Early in the year, parents were invited to attend our annual "Meet the Teacher" session where they were able to meet the teacher and Stage team. Learn about our student focuses in each Key Learning Area, hear of learning opportunities for students and school initiatives. Parents unable to attend were able to access the presentation via a URL link.</p> <p>Curriculum Parent information sessions that were planned did not go ahead due to COVID and teachers using their time to plan, create video lessons and support parents and students with their online learning.</p> <p>Parent Information sessions of 2021 Kindergarten students were included in Zoom Information sessions due to the inability to have parents onsite.</p>	<p>Meet the Teacher" sessions</p> <p>Prospective Kindergarten Parents</p>

Process 4: Timetabled parent feedback opportunities.

Evaluation	Funds Expended (Resources)
<p>Parent feedback opportunities were provided in P and C meetings throughout the year during the Principal report. Questions and discussion that arose from presentations about initiatives, online learning and events provided feedback that was used by our Executive to action or feed back to our teams.</p> <p>The Tell Them from Me Parent Survey was an opportunity for Parents to provide feedback and we would encourage more people to engage in this survey.</p> <p>Snap Feedback surveys were introduced through the school newsletter in the second semester last year to gain quick and timely feedback from parents about various aspects of our school such as booking online interviews, using the Parent Portal Sentral App and Mathletics an online Mathletics program that students have been using for a number of years.</p>	<p>Tell Them From Me Survey</p> <p>P and C meetings</p> <p>Sentral-Parent Portal</p> <p>Snap surveys</p>

Process 5: Promote an active and cohesive school environment.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Student leaders and SRC student councillors regularly met when they returned to school to discuss issues and bring about change in our school. They discussed ways to help stamp out mean and bullying behaviour to coincide with Harmony Day which was combined with National Day of Action against Bullying and Violence Day.</p> <p>Students organised a Kindness Challenge and coordinated the Upstander Campaign to help stamp out mean behaviour and bullying. The SRC organised a Poster Competition to explain the message that an Upstander is someone who stands up for something when it is wrong and says no to those who are mean and bully others, they are kind to others and are inclusive. The winning poster designed by a Kindergarten student was the inspiration for new Upstander Posters now displayed throughout the school.</p> <p>The SRC voted on inspirational sayings that were painted onto stairs leading to the Year 6 rooms. They decided to raise money for Cystic Fibrosis with a crazy hair day which raised \$598. SRC also organised Footy Colours Day to raise money for childhood cancer research and raised \$700.</p> <p>Two groups of Year 4 students put forward a proposal to raise money for two causes throughout the year. The groups had to organise flyers, advertising, individually wrapped food to sell and the stall and timetable of sellers. The second raised money to save the Pandas in the wild which raised \$400. Both fundraisers were wonderful opportunities for the students to work collaboratively to achieve their goal.</p> <p>Students were issued this year with a new design passport to stamp their You Can Do It Parry stamps. The Gold Award is the prestigious award that students aim to receive. Twenty students received the award in 2020, compared to eight students in 2019, which is a marked improvement and would have been higher if it were not for home learning.</p> <p>Year 6 students and parents coordinated a Colour Explosion Run. The proceeds of which go towards a present to the school. The fundraiser was a fun way for the students to be active and enjoy the event after a year of missed opportunities and period of home learning. The event raised over \$6000, which was a huge effort by the both Year 6 students and parents.</p> <p>Students were encouraged to design Christmas Banners that were entered in the Mayor's Christmas Banner Competition. Sienna G's design was selected to be printed on large banners that were displayed in various locations throughout Ryde.</p> <p>Although Grandparents were not able to come onsite, students engaged in a variety of activities that they would take home to share with their Grandparents or special friends. The Grandparents' Day Photography Competition went ahead with the 2020 theme being "Learning Together." There were many more entries this year with Max R gaining first place. All students who participated received a certificate to recognise their efforts.</p> <p>The P and C provided funding for a set of lap tops, iPads, decodable home readers for Early Stage 1 and air conditioning in the school hall.</p> <p>Staff are recognised for their achievements. Teachers achieving accreditation are acknowledged through the newsletter. SASS staff are recognised for their contribution to ensuring the smooth running of school administration. Our school cleaner was nominated and awarded a Certificate of Excellence which was celebrated in the newsletter.</p> <p>Our relationship with Putney After School Care remains strong as we work closely with the Centre Manager to ensure the wellbeing of our students. The new COLA over the multipurpose court that POOSH financed together with the department, was opened with a ribbon cutting ceremony in front of Stage</p>	<p>Parry Stamps- You Can Do It Program</p> <p>Gold Medals</p> <p>You Can Do It Passports</p>

Progress towards achieving improvement measures

3 students.

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)
<p>Community of Schools was suspended due to COVID and the difficulty of school visits. Many of the extension opportunities provided to our students, programs such as interschool debating, representative sport and dance competitions were unfortunately cancelled due to COVID restrictions. Our lunchtime Chess Club and Band were able to continue after a time of online learning.</p> <p>Our student leaders were part of the City Country Alliance that connects schools throughout NSW. They connected via zoom meetings with students from Kent Road, Lindfield East and Wentworth Public school. They discussed and shared their experiences during COVID and online learning and heard of the challenges faced by a small, country school close to the Victorian border.</p> <p>We were able to welcome staff from Gladesville PS to observe the organisation and running of our MiniLit program.</p> <p>Both our Teacher Librarian and EAL/D teacher began mentoring partnerships with teachers from Ryde PS who helped model, guide and support our teachers in their role.</p>	<p>Mentoring Program- Beginning Teacher Funding</p> <p>EAL/D Mentor- Professional Development funds</p> <p>City Country Alliance</p>

Next Steps

The Sentral Parent Portal will continue to be used as a form of communication with other features to be explored.

Parent information sessions will be timetabled throughout the year to inform parents of teaching and learning programs and assessment tasks being implemented.

Feedback opportunities for parents will be regularly provided through snap surveys and the Parent Tell Them From Me Survey.

Extension and enrichment opportunities will continue to be sought for students to provide challenge and engagement in learning. Opportunities for staff from Putney to share and demonstrate best practice and support teachers from nearby schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2078.00	NAIDOC Week was celebrated with a K-6 incursion by the Koomurri Aboriginal Excursion Group. The day incursion was subsidised with the Aboriginal background loading and provided students with an opportunity to connect with the traditional landowners and think about the wealth and breadth of Indigenous Nations, their languages and knowledge of this continent, and their understandings of the environment. The year's NAIDOC theme is 'Always Was. Always will be'. The day began with a smoking ceremony, welcome song and dance show, before students engaged in a variety of different activities including a didgeridoo and storytelling show, exploration of artefacts, weaponry and bush survival skills, Aboriginal face painting and art, and boomerang throwing. The day concluded with a farewell concert where students and teachers were invited to participate. The collaborative art work is now displayed in the school assembly hall.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$109 384.00) 	We have a full time EAL/D teacher who works with 1st Phase learners in small withdrawal groups and provides in class support for other EAL/D learners. Our EAL/D teacher has completed online professional learning to develop her capacity in the specialist role and was supported by an EAL/D mentor who works in the role at a local primary school. The mentor program proved invaluable to our teacher as resources and best practice were shared. Unfortunately the program was cut short due to COVID restrictions. During home learning, the EAL/D teacher provided support for EAL/D learners and their families. She has been involved in planning sessions, providing adjustments and programming support to classroom teachers. In class support includes working with EAL/D students in literacy groups, writing lessons and grammar and vocabulary.
Low level adjustment for disability	MiniLit program MacqLit program 3 Day LaST teacher Social Skills program Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$97 827.00) Integration funding support (\$32 242.00) 	The Learning Support Team used these funds to employ Learning Support Officers (LSOs) to provide support for students with funding and identified needs in the classroom and playground. Individual programs developed in collaboration with the LaST were implemented by LSOs and social skills programs were implemented in the playground. Flexible funding was used to employ LSOs to implement the MiniLit (Meeting Initial Needs in Literacy) and the MacqLit programs. MiniLit is a carefully sequenced and structured program of instruction in the mechanics of learning to read. The program incorporates the key elements of early reading: phonemic awareness, phonics, fluency, vocabulary development and text comprehension. Two trained LSOs were able to implement the program with 18 Stage 1 students in

<p>Low level adjustment for disability</p>	<p>MiniLit program</p> <p>MacqLit program</p> <p>3 Day LaST teacher</p> <p>Social Skills program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$97 827.00) • Integration funding support (\$32 242.00) 	<p>2020. The children received explicit instruction in a small group, one hour four times a week. 100% of participating students achieved substantial growth. The MacqLit program was established for 17 identified students in Years 3 -6, also running for an hour a week, 3 days a week over a twenty-week program. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Formative and Summative assessment demonstrates that all participating students have achieved substantial growth. Engagement of students is demonstrated by daily enthusiasm to get to the session each day. This funding was also used to purchase resources for use with students with learning disabilities.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$87 900.00) 	<p>QTSS staffing allocation was used to provide additional release time for school executive to support the teachers on their team to achieve their Professional Development Goals and allow coaching and mentoring practices through class observations and team-teaching opportunities. The funding allowed for Stage planning days once a term where teachers were able to work collaboratively and learn from each other as they developed teaching and learning programs and assessment strategies and tasks. The Executive team not only observed teaching practice of their team teachers but provided verbal and written feedback and support where needed. The funding provides time for Executive to support and mentor Early Career teachers and those maintaining proficiency with the accreditation processes they need to undertake.</p> <p>Part of the 0.402 of the RFF Science and Technology teacher was funded using QTSS funding. The Science and Technology teacher taught the Science curriculum and was also responsible for designated Technology Interest groups. The teacher was able to support colleagues in integrating technology into other KLAS in their own classrooms.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$11 112.00) 	<p>This funding was used to support families who required assistance to pay for school activities such as camp, sport, excursions and incursions. This practice helps to ensure all students had the necessary resources, uniforms and access to any extra curricular school activities.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$31 355.00) 	<p>Beginning Teachers were surveyed to ascertain their needs and a Teacher Mentor was given the task to meet regularly with the Beginning Teacher Support group to provide ongoing support in addition to support</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$31 355.00) 	<p>provided by the Beginning Teacher's supervisor. The meetings provided an open forum to discuss shared concerns and needs. The results of the survey and PDP goals guided the mentor on how best to support the group. Team teaching lessons and support with programming in English and Mathematics provided by the Beginning Teacher Mentor resulted in Beginning Teachers feeling more confident with classroom instructional practices. Our Librarian, who is a beginning teacher, was provided with a Mentor Librarian from a local school. Support with time management and library systems and processes was valued by our librarian. Regular time off class was timetabled for Beginning Teachers to complete Professional Learning and plan for teaching and learning activities. Two Beginning Teachers achieved their accreditation.</p>
Robotics	<p>JTC Technical Support - 1 day per week and extra days \$18 200</p> <p>1 set of 25 iPads, \$11 453</p> <p>60 Probooks \$54 580</p> <p>Promethian Panels</p> <p>12 Notebooks for teachers- \$15,448</p> <p>12 Carrier Charging Stations- \$12 060</p> <p>Seesaw subscription- \$1,709.40</p>	<p>Our goal in 2020 was to expand the use of technology into classrooms across key learning areas to engage students in their learning. Teachers using Robotics, Bee-Bots, Littlebits and Spheros effectively were to be mentors in developing the capacity of staff to use technology in the classroom. Three teachers completed online professional learning in Robotics and worked collaboratively to develop a K-6 Scope and Sequence of Technology skills and programs that could be used. With the onset of online learning and staggered return to school for students we invested money into purchasing updated iPads for use in Early Stage 1 and Stage 1 and paid for the subscription of Seesaw so teachers could use the Seesaw tools to create engaging learning experiences that make thinking and learning visible. Seesaw helped to build families' capacity to recognise and support literacy learning at home. More laptops were bought for Stage 2 and 3 classes to support the use of Google Classroom in classes and with online / home learning.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	234	233	248	254
Girls	236	219	236	239

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97	96.5	94.7	94
1	96.8	95.7	93.8	92.1
2	96.4	96.5	95.3	93
3	96.4	96.9	95.9	95.5
4	96.2	96.7	94.9	96.9
5	97.3	95.9	95.9	95.3
6	95.1	95.7	94.3	96.5
All Years	96.4	96.3	94.9	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	967,585
Revenue	4,901,852
Appropriation	4,198,458
Grants and contributions	700,928
Investment income	1,740
Other revenue	725
Expenses	-4,874,946
Employee related	-3,754,500
Operating expenses	-1,120,446
Surplus / deficit for the year	26,906
Closing Balance	994,491

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.

	2020 Approved SBA (\$)
Targeted Total	63,368
Equity Total	263,946
Equity - Aboriginal	2,078
Equity - Socio-economic	11,112
Equity - Language	152,884
Equity - Disability	97,872
Base Total	3,335,474
Base - Per Capita	116,404
Base - Location	0
Base - Other	3,219,070
Other Total	302,757
Grand Total	3,965,544

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The Tell Them from Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey provided feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. It includes seven separate measures, which were scored on a ten-point scale and compared to a government norm.

The survey results reveal that parents feel welcome at school and can easily speak with teachers and believe school administrative staff are helpful. One area below the Government norm is that parent activities are scheduled at a time when they can attend, which could be rectified in the future by providing Zoom as an option.

In the questions concerning parents being informed about their child's progress, parents were happy that school reports were written in terms they understood. Responses below government norms include being informed about their child's social and emotional development, their child's progress in school subjects and opportunities concerning their child's future. There will be more opportunities for parent information sessions about teaching and learning programs and initiatives at school in 2021.

45% of parents have spoken 2-3 times with a teacher about their child's learning or behaviour. 42% have attended 2 or 3 meetings per year. Only 19% of parents were involved in committees or attended P and C.

When surveyed whether school supports learning, parents surveyed believed that teachers show an interest in their child's learning and students are encouraged to do their best work. Parents believe the school supports positive behaviour with survey results above the government norms. Two aspects where results were below the government norm was when parents were asked if behaviour issues were dealt with in a timely manner and the prevention of bullying.

Forms of communication found to be the most useful to parents surveyed included emails (94% of parents), informal meetings (91% of parents) and formal meetings (90%) followed by school newsletters (85%), social media (61%) and school website (59%). 91% of families surveyed would recommend PPS to other parents.

197 students completed the Tell Them from Me Student Survey, which included nine measures of student engagement, categorised as social, institutional and intellectual engagement. The results for social engagement were 90% of students surveyed have positive relationships, which is 10% above the government norm, however, our percentage of students with a positive sense of belonging was 71% which was 10% lower than the government norm.

Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. 94% of students both value school outcomes and have positive behaviour at school. Only 45% of students surveyed have positive homework behaviours.

Survey results for school factors associated with student engagement were equal to government norms including positive teacher-student relations, positive learning climate and expectations for success.

There were 24% of Year 4 students, 22% of Year 5 students and 13% of Year 6 students displaying early signs of disengagement. Staff need to be supported to identify the students showing early signs of disengagement and check in with them regularly. Some of the students may require intervention aimed at improving reading and mathematics skills such as the MacqLit program. A number of students who are disengaged may suffer anxiety, which was a factor identified for some students returning to school following online learning at home. As a school we can play a role in reducing anxiety by offering supporting programs to improve students' emotional resilience such as the Peaceful Kids program to be implemented with identified students in 2021.

Tell Them from Me Teacher survey examines the eight drivers of learning: leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school and parent involvement. Our school mean results for these were similar to government norms.

78% of staff agree or strongly agree that our school leaders are leading improvement and change and 65% of staff agree or strongly agree that school leaders communicate strategic vision for our school. 57% of teachers often seek support from colleagues on student matters or in general.

Areas that are below the government norms in the eight categories include parent involvement such as involving parents and other community members in creating learning opportunities and regularly informing parents about their child's progress and the use of technology to provide immediate feedback to students on their learning and setting goals for learning new technological skills.

Teachers were asked to consider whether they present challenging and visible learning goals through planned learning

opportunities, quality feedback and support for students to overcome obstacles to achieve their learning goals. The results were similar to government norms. Areas where results have scored lower than government norms are: school leaders have helped teachers establish challenging and visible learning for students and provided guidance for monitoring student progress. This is an area that will be a focus in 2021.

The results from the Tell Them from Me surveys were discussed with teachers to analyse and reflect on our practices for the next planning cycle. The Executive team shared the results and analysis with parents during a P and C meeting.

To support students with learning from home, Stages 2 and 3 sent the parent community an online survey to gain feedback about various aspects of learning including the amount of work, access to technology, presentation of work and suggestions for Term 2 online learning. The survey results provided staff with information to use when preparing work for the next period of online learning and how best to support students and families.

Some of the comments from the parent survey:

Keep doing what you are doing-the weekly schedule is great as are the zoom meetings.

Quick answers via e-mail have been extremely appreciated. Thank you Stage 3 teachers!

I feel quite well supported and I think the Zooms are an important connection for the teachers and students.

Online learning from home were unprecedented times and the collaboration between staff, parents and students was what made the Putney home learning journey a success.

Snap surveys through the newsletter was trailed as a means of gaining quick feedback from parents and will continue in 2021. We gained feedback about the Mathletics online program that has been used over the years and the results led the staff to investigate the use of another online program and Matific will be the replacement in 2021.

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.