

2021 Annual Report

Putney Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Putney Public School, we are a dynamic and inclusive learning community. Together we are committed to delivering innovative, engaging, and evidence-based programs guided by data-driven practices. We foster lifelong learning and ongoing improvement for our students and staff through high expectations, collaboration and effective feedback. Our school community will continue to work together in the pursuit of excellence and high expectations for the learning growth and achievement of all students.

School context

Putney Public School is located in Ryde and currently has a student enrolment of 481 students. Our school culture is one of continuous improvement and growth for all our students and teachers, as we work collaboratively with our parents and community, to provide evidence-based, innovative practices in our pursuit of school excellence.

51% of students have a language background other than English with 36.7 % of students identified as beginning or emerging, requiring some level of EAL/D (English as an Additional Language or Dialect) support. One student identifies as Aboriginal and Torres Strait Islander background.

Students strive to be safe, responsible, respectful and active learners. They are encouraged to have a voice through leadership opportunities and the SRC. Parry the Panda, an SRC initiative, helps to drive consistent classroom and playground expectations. 'Be an Upstander' posters, initiated by the SRC, are displayed around the school and reflect our proactive commitment to combat bullying and promote inclusivity. Work will take place on developing a whole school approach to classroom and behaviour management, in line with the Department of Education's new Behaviour Strategy, to further promote wellbeing through engaging and effective classrooms while lifting student performance.

Extra-curricular opportunities in sport, creative and performing arts, technology, drama, debating and band enable our students to excel through a range of different experiences.

Through our situational analysis we identified a need to build even stronger partnerships with our parent community by informing and engaging them in curriculum programs, assessment approaches and reporting practices. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

In order to maximise student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, sharing and analysing data to inform teaching and learning that caters for the needs of all students. Individual and targeted support will be provided to maximise growth and engagement for identified students. Continual monitoring of student performance data will determine the areas of need and success at a class and school level, with the involvement of the whole school community.

We will enhance the capacity of our teachers to employ evidence-based and effective teaching practices that support the growth and attainment of all students through targeted and intentional professional learning and observations. Explicit systems for collaboration and feedback will promote continuous improvement in individual and collective teacher efficacy.

Early Career Teachers will be mentored by an Impact Coach through collaborative and reflective professional development practices and supported through the NESA Teacher Accreditation process.

We are committed to working collaboratively to implement effective, high-impact practices leading to the learning growth of all students.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting, sharing, analysing and using data to inform differentiated teaching and learning practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data-driven practices
- Differentiated learning
- Guided Reading Support

Resources allocated to this strategic direction

QTSS release: \$75,500.00

Low level adjustment for disability: \$99,512.30

COVID ILSP: \$44,249.00

Literacy and numeracy: \$5,500.00

Integration funding support: \$122,000.00

Aboriginal background: \$1,550.00

English language proficiency: \$155,695.00

Literacy and numeracy intervention: \$22,400.00

Socio-economic background: \$8,000.00

Refugee Student Support: \$2,290.00

Summary of progress

To develop a more consistent approach to gathering, analysing and responding to school data, we created a whole school assessment schedule at the beginning of 2021. This assisted us in identifying gaps in our assessment practices and allowed us to ensure greater consistency across stages. To build staff capacity and provide time for staff to share and collectively evaluate student data, we implemented stage planning days every five weeks (twice per term) - this helped staff and our school community see the importance and value of reliable student data. Feedback from all staff was that this time was appreciated and valuable, with our next steps as a school making a conscious and deliberate effort to respond to student data in teaching and learning programs. This led to these regular stage days being rebranded as "Reflection and Action Days" for 2022, with a clear focus on using the data to determine next steps at school, stage and class levels.

To support whole school data practices in numeracy, we committed to the Essential Assessment platform, which created baseline internal data that we could triangulate with class work and NAPLAN data. To support whole school data practices in reading we maintained our subscription to the Renaissance Star Reading platform for students in Years 2 to 6 and implemented the thorough assessments attached to the Little Learners Love Literacy program for our K to 1 students. These improved sources of data allowed teachers to better differentiate for their classes, as well as drove school decisions about how best to utilise support staff (EALD, LST, SLSOs and additional teaching staff) and the COVID ISLP to drive student progress in these areas.

While the impact of these new practices has not yet been shown through our NAPLAN data, internal school data has shown strong improvements for most students. In addition to this, greater focus on whole school shared data practices has also built staff capacity with data concepts and analysis as is evident through staff dialogue in meetings and professional learning sessions. With Term 3 moving to home learning with minimal staff on site, there were a few disruptions to our initial plans, however, all team members ensured they hit the ground running with our established practices when returning to school on site in Term 4.

At the end of 2021, we are confidently at Sustaining and Growing for Whole School Monitoring of Student Learning and have laid strong foundations for moving into Excelling if we can sustain and refine these practices over the coming years to lead to measurable improvement. In the element of Teaching and Learning Programs and Differentiation, we continue to improve how we document revisions and evidence of changes based on feedback and student assessment data to meet individual needs. In the element of Internal and External Measures Against Syllabus Standards, we are working towards ensuring our increased sources of internal data accurately reflect the student results we are identifying through external measures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN Top 2 Bands - Numeracy</p> <p>Improvement in the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be moving towards the system-negotiated lower bound target of 64.1%.</p>	<p>45.65% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.</p>
<p>Expected Growth - Numeracy</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 69.7%.</p>	<p>The percentage of students achieving expected growth in numeracy increased by 68.85% indicating progress toward the system-negotiated target.</p>
<p>NAPLAN Top 2 Bands - Reading</p> <p>Improvement in the percentage of students achieving in the top 2 bands of NAPLAN Reading to be moving towards the system-negotiated lower bound target of 69.5%.</p>	<p>55.07% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.</p>
<p>Expected Growth - Reading</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 72.2%.</p>	<p>The percentage of students achieving expected growth in reading decreased to 65.57% indicating progress yet to be seen toward the lower bound target.</p>

Strategic Direction 2: Effective and engaging classroom practice through evidence-based strategies

Purpose

In order to maximise the impact of teachers on student learning, we will further develop and refine evidence-based and effective explicit teaching practices that are responsive to student needs. In addition to this, we will create a productive school environment to promote student engagement and responsibility for learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective teaching and learning practice
- Student Engagement

Resources allocated to this strategic direction

Literacy and numeracy: \$5,000.00

6101 (\$490000 to be distributed over 4 years is \$122500): \$10,000.00

Professional learning: \$1,750.00

Socio-economic background: \$4,000.00

Summary of progress

In Semester 1 2021, we implemented several staff TPL sessions about Explicit Direct Instruction (EDI) (completed by 97% of teaching staff) and set an expectation that staff begin to implement the engagement norms in their classrooms; the school purchased additional mini-whiteboards for all students to support this practice. With the disruptions in Term 3, further PL, classroom observations and learning walks to support the implementation of EDI was put on hold to be picked up again in 2022; this will include a focus on how EDI can be evidenced/recorded in teaching and learning programs.

During Term 3, while staff were working from home, 97% of teaching staff completed a PL session run by Corwin about Learning Intentions and Success Criteria. Feedback from an internal staff survey indicated a significant improvement in their overall knowledge of LISC and 95% of attendees indicated the PL was relevant and useful to their role and would positively impact their classroom practice. Due to the restrictions in place when returning to school in Term 4, we were not able to conduct classroom observations or learning walks (factoring in cohorting) to gather data on the effectiveness of this PL and how it had translated to classroom practice. Revisiting this with new and returning staff in 2022, and resetting school expectations for using a range of strategies for embedding LISC, is a focus for our professional learning schedule in 2022. We will also establish some expectations for how evidence of LISC can be included effectively and efficiently in teaching and learning programs.

Innovative, future-focused practices were utilised by all teaching staff and several members of the Learning Support Team to sustain engagement in learning from home throughout Term 3 and the start of Term 4. K-2 students utilised the interactivity of Seesaw to complete, share and reflect on their learning; 3-6 students utilised similar features through Google Classroom and all staff led lessons and professional learning sessions on Zoom. Focusing on embedding more future-focused, technology and STEM opportunities in classrooms to promote engagement remains a key focus for 2022 and beyond.

In Term 3, a committee called "The Parry Party" (named after our school mascot - Parry the Panda), consisting of teachers from different stage teams and years of experience, was formed to evaluate current behaviour and wellbeing practices within the school, refining and aligning them to one another to streamline our practices across the school. In response to students and staff survey data, the decision was made to reduce the number of programs we were running and invest time in boosting the presence of our existing You Can Do It learning and awards practices - this included modifying the awards, having a more consistent fortnightly focus across the school, promoting greater use of the associated language of the five keys and tying it in with our school mascot. In addition to this, we investigated The Resilience Project with our P&C and determined that it would suit the needs of our students, particularly coming through two years of disrupted schooling and life due to COVID-19. This will be a key whole-school focus in 2022.

At the end of 2021, we are working towards Sustaining and Growing for Explicit teaching with plans to embed more PL about EDI in presentation sessions and through side-by-side classroom support throughout 2022. Our work around Learning Intentions and Success Criteria has helped better focus teacher feedback about student learning, however more work is needed in this area to improve teacher consistency, efficiency and effectiveness to move to Sustaining and Growing in Feedback. Our consistent attendance monitoring and follow up means we are currently sitting at Excelling for Attendance which we must strive to sustain over the coming years. Progress towards excelling for Classroom management and Behaviour has begun with the creation of the "Parry Party" and changes to our wellbeing practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
90% of teachers engage in professional learning about Explicit Direct Instruction. 90% of English and Mathematics programs contain Learning Intentions & Success Criteria.	97% of teaching staff engaged in PL about EDI throughout Semester 1. 97% of teaching staff engaged in PL about LISC throughout Semester 1. Data was not collected about the inclusion of LISCs in specific programs, but all Stage teams included LISC in some English and Maths programs.
Wellbeing TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the school's lower bound system-negotiated target of 91.6%.	82.47% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure. 58% of students rated the "Effectiveness of wellbeing resolution at school" as being effective, very effective or extremely effective.
Attendance Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 89%	The number of students attending greater than 90% of the time or more has increased to 91.96%.
Percentage of teachers demonstrating consistent, positive behaviour management practices is moving towards the school identified target of 100%.	Work around classroom management practices was delayed due to learning from home.

Purpose

In order to build collective teacher capacity, we will develop a strong model of instructional leadership and explicit systems for collaboration and feedback to foster and sustain a culture of high expectations through quality teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Impact Coaching
- Collaborative Practice

Resources allocated to this strategic direction

QTSS release: \$16,000.00

6101 (\$490000 to be distributed over 4 years is \$122500): \$112,118.00

Literacy and numeracy: \$20,000.00

Beginning teacher support: \$64,650.00

Professional learning: \$27,500.00

Summary of progress

In 2021 we introduced a consistent, evidence-based approach to teaching reading in K-1 that aligns with the strong research base of the Science of Reading - Little Learners Love Literacy. The implementation of this program, its high quality resources, associated PL and opportunities for demonstration and team teaching lessons built the capacity of the K-1 teachers to effectively implement the teaching and assessment of reading. 100% of the teachers involved in the implementation of this program said it had significantly improved their teaching of reading. In addition to this, during Term 3 while students were learning from home, all K-2 teachers completed a 12 week course "Teaching Reading in the Early Years" to support improved practices in the classroom. As we were at home, many of these new skills could not be implemented immediately; consideration for sustaining this and up-skilling new K-2 staff in future years needs to be a consideration. The implementation of the new K-2 Syllabus as a self-selector school in 2022 will assist this process as they are complementary and underpinned by the same research base.

In Semester 1, our Impact Coach worked shoulder-to-shoulder with eight early career teachers (in their first three years of practice) in their classrooms to focus on their professional goals. Due to COVID cohorting restrictions, shoulder-to-shoulder work and classroom observations did not continue in Semester 2. In addition to this, three teachers were supported to complete their accreditation, with five others beginning the journey - four of these teachers will complete their accreditation in 2022 (the remaining one is moving to a new school system in 2022). Maintaining shoulder-to-shoulder support to tailor professional development to meet the individual needs of early career teachers should remain a focus in 2022 and beyond, including assisting teachers to complete their accreditation.

Plans for a variety of observation methods (formal, reciprocal classroom observations, less formalised G.O.A.T. observations, Quality Teaching Rounds and learning walks) were all hindered by COVID restrictions, limiting movement of teachers to prevent them from coming into contact with a broad range of student cohorts. It is intended that these practices will all commence in 2022. No targeted professional learning was directed at our aspiring leaders, including three relieving Assistant Principals, however they were mentored by our relieving Principal. We have not yet established a formal professional learning community that extends beyond our school.

As we are part of the Quality Teaching Rounds research project through the University of Newcastle, we were put in the control group in 2021. This meant one of our Stage 2 classes completed some standardised assessments (PAT) to help their data collection. In 2022 our nominated team of four staff will complete the QTR training and implement our first full-cycle, supported by funding from the University of Newcastle. We plan to embed this practice in our school calendar in 2023 and beyond.

We remain at Sustaining and Growing for Improvement of Practice as teachers' PDP goals are mapped to the teaching standards and reflected on throughout the annual cycle. Using these goals and strengths to support the continuous development of all staff remains a school focus. We continue to work towards Excelling for Collaborative Practice and Feedback, particularly through our plans for more consistent and varied classroom observation practices in 2022 (COVID restrictions pending). Team meetings and planning days, as well as Executive meetings, have been more focused on curriculum and student assessment, as well as ongoing professional development through collaborative dialogue and reflection. The Executive team participated in a professional reading circle with the text *Clarity* by Lyn Sharatt. This is a

practice we would like to continue into 2022 as it promoted a lot of valuable discussion and decisions about where to next. We have establish strong processes to support teachers to reflect on whole school professional learning and encourage them to commit to making changes to their practice to ensure greater school-wide consistency; this is something we will sustain moving into 2022. To move to Excelling in Professional Learning, we need to extend our professional network beyond the confines of our school in a more consistent and deliberate manner.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All K-2 teachers engaged in professional learning and co-teaching with the Impact Coach to develop a consistent approach to the teaching of reading.	100% of K-2 teachers engaged in the 12 week professional learning course - <i>Teaching Reading in the Early Years</i> 100% of the K-1 teachers co-taught Little Learners Love Literacy with the Impact Coach.
Internal and TTFM data from Early Career Teachers indicates growth towards NSW Govt Norms (TTFM) for Teaching Strategies.	2021 TTFM Teaching Strategies at 7.5 (NSW Govt Norm 7.9), slight improved from 7.4 in 2020 (this is for all staff, 53% Early Career Teachers)
TTFM data from teachers indicates growth towards NSW Govt Norms for Leadership and Collaboration.	2021 TTFM - Leadership 7.3 (above NSW Govt Norm 7.1) an improvement from 6.7 in 2020. 2021 TTFM - Collaboration 7.5 (moving towards NSW Govt Norm 7.8) an improvement from 7.2 in 2020.
Internal school data indicates a growth in teacher knowledge and skill as a direct result of school-based professional learning. 75% of staff engage in voluntary observations with colleagues to focus on improved practice.	100% of surveys completed by staff following in-school professional learning indicated improved teacher knowledge and skill in a variety of areas. Optional classroom observations were not conducted due to the restrictions of COVID.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,290.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: all staff participated in professional learning around trauma informed practices to support our refugee students. Funds were also allocated to support these students in the classroom and orientation.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to focus on providing academic and social support for the students through the employment of an SLSO.</p>
<p>Integration funding support</p> <p>\$122,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Putney Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers to support students and their families • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. These funds has resulted in improved staff capacity to meet the differentiated needs of their students in classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$12,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Putney Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$12,000.00</p>	<p>background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement • Differentiated learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: 97.5% of Year 1 students on track in the Year 1 Phonics Screener. 2.5% of Year 1 students require monitoring. due to the consistent implementation of Little Learners Love Literacy program in K-1. all students participating in programs offered to support student learning including music and PE programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to support all students to access learning programs offered at school and implement consistent evidence based best practice in reading instruction K-6.</p>
<p>Aboriginal background</p> <p>\$1,550.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Putney Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: all teaching staff completed training in developing Personalised Learning Pathways for Aboriginal students. Teachers of Aboriginal students were provided with time to develop PLPs and engage with students. 100% of Aboriginal students now have PLPs that are regularly monitored and discussed with the student and parents.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support teachers of our Aboriginal students by providing time to engage with both students and parents to ensure the implementation of the PLPs and amend when required.</p>
<p>English language proficiency</p> <p>\$155,695.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Putney Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$155,695.00</p>	<p>include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: EAL/D teacher withdrawing small groups depending on student needs and supporting EAL/D students and teachers in the classroom and guiding the development of effective teaching programs to meet the needs of EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: engage and inform EAL/D parents in their child's learning progress so they are best equipped to support their child. Develop the capacity of the EAL/D teacher to analyse data of EAL/D students to inform practice.</p>
<p>Low level adjustment for disability</p> <p>\$99,512.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Putney Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: the implementation of the MacqLit program to identified students in Stages 3 and 2. The hour session takes place three days a week over a twenty-week period and was implemented for small groups of identified students in Years 3 -6. The engagement of SLSOs to support student learning and the achievement of PLSP's learning and behavioural goals in the classroom and playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team by delivering a more consistent approach to student learning support and intervention. The school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$30,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Putney Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning • Effective teaching and learning practice • Impact Coaching <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$30,500.00</p>	<ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: an increase in correct answers in Check In Assessments. Year 3 2020 to Years 4 2021 -Number and Algebra-increase by 3%,Measurement-increase by 19.9%, Statistics and Probability-increase by 14.6%. Year 5 2020 to Year 6 2021- Number and Algebra-increase by 7.5%,Statistics and Probability-increase by 7.1%. Improved reading results as measured by correct answers in Check In assessments. Year 3 2020 to Year 4 2021-reading process-increase by 11.9%, comprehension-increase by 6.4%, vocabulary-increase by 15.3%. Year 5 2020- Year 6 2021-reading process-increase by 8.3%, comprehension-increase by 9%, vocabulary-increase by 11.7%.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to build teacher capacity in analysing internal and external data to inform planning of teaching programs in reading and mathematics. Professional development to support teachers to shift from traditional guided reading groups to literacy blocks aligned to the Science of Reading and best practice..</p>
<p>QTSS release</p> <p>\$91,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Putney Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-driven practices • Impact Coaching • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: the K-1 staff being supported implementing the Little Learners Love Literacy program. Teachers were provided support to collaboratively plan and teach the program. Time was allocated for teachers to assess their students and participate in collaborative rigorous analysis of the data to inform next teaching cycle.</p> <p>After evaluation, the next steps to support our students with this funding will be: as a self selector school, the funding will allow the Impact Coach to support K-2 teachers to build their capacity to trial the K-2 units of work in the new Literacy and Numeracy curriculum. The implementation of consistent phonics instruction and best teaching practice in reading will continue with Year 2 students.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,400.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Putney Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted

<p>Literacy and numeracy intervention</p> <p>\$22,400.00</p>	<p>intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: the MacLit program implemented by a trained SLSO to Stage 2 and 3 students requiring support in reading. Students requiring remediation and extension in literacy and numeracy are identified in data discussions and drives planning of teaching activities in the next learning cycle.</p> <p>After evaluation, the next steps to support our students with this funding will be: the purchase of the Heggarty program of phonics instruction to be used in Years 1-4 to guide phonics instruction and revision of sound knowledge. Providing time and build teacher capacity to implement department assessment tools such as the fluency assessment.</p>
<p>COVID ILSP</p> <p>\$44,249.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated learning • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: 22 students from Years 2-6 supported throughout the year in writing, focusing on sentence structure and grammar whilst in numeracy the focus was number and algebra strand. 100% of students measuring growth on Essential Assessment results from Feb to Nov despite disruptions to the program due to learning from home. Writing work samples from targeted students demonstrate increased knowledge and effective use of grammar and vocabulary to improve sentence structure. 91% of students reported in a survey that on a scale of 1-5 they rate their confidence as either 4 or 5 with their learning in numeracy and literacy after the small group tuition. Teachers and parents surveyed also noted an increase in student knowledge and confidence in writing and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Align data analysis in Team Action and Reflection Days to discuss and analyse the results of students in the COVID ILSP.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	233	248	254	250
Girls	219	236	239	229

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	94.7	94	95.4
1	95.7	93.8	92.1	95.6
2	96.5	95.3	93	95.9
3	96.9	95.9	95.5	96.2
4	96.7	94.9	96.9	95.5
5	95.9	95.9	95.3	96.3
6	95.7	94.3	96.5	94.3
All Years	96.3	94.9	94.7	95.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	17.41
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	994,491
Revenue	4,626,014
Appropriation	4,368,773
Sale of Goods and Services	125
Grants and contributions	256,287
Investment income	829
Expenses	-4,793,299
Employee related	-4,087,049
Operating expenses	-706,250
Surplus / deficit for the year	-167,285
Closing Balance	827,206

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.

	2021 SBAR Adjustments (\$)
Targeted Total	124,479
Equity Total	268,899
Equity - Aboriginal	1,558
Equity - Socio-economic	12,133
Equity - Language	155,695
Equity - Disability	99,512
Base Total	3,368,938
Base - Per Capita	121,533
Base - Location	0
Base - Other	3,247,406
Other Total	341,261
Grand Total	4,103,577

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.

Parent/caregiver, student, teacher satisfaction

Only 65 parents participated in the *Tell Them from Me Partners in Learning* Parent survey seeking parents' perceptions of their children's experiences at school. In 2022, further communication about the survey will need to be disseminated to ensure a larger sample size and a more accurate reflection of parent views are obtained.

The results reveal that parents feel welcome at school but would prefer that parent activities are scheduled at a time when they can attend. Timing of Parent Forums could be rectified in the future by providing Zoom presentations as an option.

Questions relating to parents being informed about their child's progress revealed parents understood school reports but did not feel as informed about their child's progress in school subjects, their child's social and emotional development and opportunities concerning their child's future. Parent information sessions about teaching and learning programs and well-being initiatives at school will be delivered in 2022.

Parents believe the school supports positive behaviour and students are clear about school rules and expectations.. Parent perceptions of behaviour issues being dealt with in a timely manner and the prevention of bullying scored below the NSW Government norm and continue to be issues addressed in student welfare and well-being initiatives in 2022.

192 students from Years 4-6 completed the *Tell Them from Me* student component, which included nine measures of student engagement. 90% of students indicate that they display positive behaviour at school. Homework continues to be an area of disengagement for older students with only 31% of students indicating a positive attitude. 61% of students indicated feeling accepted and valued by their peers and others at school. Only 38% of Year 6 girls indicated that they were motivated and interested in their learning. COVID and learning from home certainly influenced these results. Enhancing student engagement is a focus of our Strategic Improvement Plan. A partnership with Relationships Australia and the Resilience Project in 2022 will help to cater for students disengaged in learning due to anxiety, learning needs, friendships and will help students develop a sense of belonging..

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.

Teachers were asked to gauge four dimensions of classroom and school practices including challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning. When asked to consider quality feedback, areas below government norms include providing opportunities for teachers to give each other feedback on their teaching and ensuring school leaders observe teaching. Quality Teaching Rounds is planned for implementation in 2022 and G.O.A.T. (Go and Observe Another Teacher). The schedule of observations of classroom practice by Executive was disrupted by working/learning from home and will once again be regular practice as part of the PDP process in 2022. When asked about providing support to students to overcome obstacles to learning, the use of interactive technology to track progress of goals and help students overcome barriers to learning was below the government norm. This will continue to be an area for professional development as new staff are supported to implement Essential Assessment in Mathematics and Renaissance and Star Reading to support and engage learners..

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.