

2022 Annual Report

Putney Public School



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Introduction

The Annual Report for 2022 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 451 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.

53% of students have a language background other than English with 21% of students identified as beginning or emerging, requiring some level of EAL/D (English as an Additional Language or Dialect) support. Two students identify as Aboriginal or 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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. We will develop and sustain a culture of reflection and action, evaluating the impact of our teaching and learning on student growth and attainment.

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

Resources allocated to this strategic direction

QTSS release: \$88,000.00
Low level adjustment for disability: \$68,952.00
Literacy and numeracy intervention: \$22,984.00
Aboriginal background: \$1,441.00
Socio-economic background: \$12,512.00
Refugee Student Support: \$2,063.00
English language proficiency: \$104,048.00
Integration funding support: \$135,274.00

Summary of progress

Data-driven practices

This year we investigated and implemented effective and timely formative and summative assessments into all teaching learning programs to ensure that we were able to track student progress with consistency across the school. As such, we have continued to refine our strategies to gather authentic data through formative assessment. We focused on tracking student progress in reading and mathematics and created and regularly updated data walls which were analysed in reflection and action days twice a term and implemented a QDAI Framework to ensure consistency across stages. We also introduced the use of Single Point Rubrics in Mathematics and implemented digital Mathematics assessment platform to track and analyse Mathematics data within classrooms. The impact of this has been that teachers used data to inform practice and planning and as a result this led to measurable improvements in student achievement.

In 2023 we will continue to conduct our action and reflection days to refine work in relation to formative and summative assessment. We will also provide training to teachers to effectively use Single Point Rubrics consistently.

Differentiated Learning

Regular Reflection and Action days have allowed staff to monitor student academic progress, collaboratively analyse stage-based data and make effective adjustments to programs. Analysis of data enabled us to identify students who required differentiation in both English and Mathematics. This led to Personalised Learning and Support Plans and measurable goals. We created appropriate intervention groups and used classroom intervention strategies to improve student outcomes through data identified needs for students working below stage level. These students are individually discussed and teachers collaboratively create plans to approach student learning needs and intervention. We assigned a member of staff to drive the High Potential Gifted Education initiative from the Department of Education to effectively up-skill our staff in identifying and supporting students working beyond stage outcomes. The impact of this initiative has enabled us to better meet the individual learning needs of students as indicated by improved NAPLAN results and internal school data.

In 2023, the executive team will implement a time structure for the Reflection and Action days to create further consistency and ensure all data is being discussed and analysed. The leadership team will be participating in the Leading Evaluation, Evidence and Data (LEED) program to further build their capacity in the analysis and use of data.

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 at or above the system-negotiated lower bound target of 64.1%.</p>	<ul style="list-style-type: none"> • 57.02% of students achieved in the top two bands in NAPLAN numeracy indicating significant progress toward the lower-bound target.
<p>Expected Growth - Numeracy</p> <p>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>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<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 at or above the system-negotiated lower bound target of 69.5%.</p>	<ul style="list-style-type: none"> • 66.14% of students achieved in the top two bands in NAPLAN reading indicating significant progress toward the lower-bound target.
<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>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Effective evidence-based practice

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 and lead to high quality and consistent teaching, learning, feedback and assessment practices. In addition to this, we will create a productive, positive school environment to promote student engagement and responsibility for learning, whilst ensuring classroom time is focused on 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 & Learning
- Student Engagement

Resources allocated to this strategic direction

Literacy and numeracy: \$20,000.00

Low level adjustment for disability: \$32,506.00

Summary of progress

Effective Teaching & Learning

This year we built upon our 2021 professional learning and our journey with the implementation of Explicit Direct Instruction (EDI). We were integral in establishing a community teaching network with schools in our area who are also implementing EDI practices. Meetings are held once a term to discuss progress and share resources to support the effective implementation of EDI. Our school implemented Rosenshine's Principles and, as a whole school, we completed professional learning using the associated teacher workbooks. In Semester One, a member of the executive team observed all teachers on their use of EDI practices in the classroom and provided individualised feedback. Further, teachers were given the opportunity to observe others who had implemented EDI strategies in their classrooms. Professional learning provided opportunities for staff to embed Learning Intention and Success Criteria in all teaching and learning programs and classrooms. As a result, during Learning Walks students are able to explain what they are learning when asked. Putney Public School elected to be a Self Selector School for the implementation of the new K-2 syllabus in English and Mathematics. Our Year 1 team developed and implemented teaching and learning programs and provided feedback to the Department as required.

In 2023 we will continue to use EDI, Rosenshine Principles, Learning Intentions and Success Criteria (LISC) strategies to increase student engagement and will introduce PIVOT to collect student feedback on teaching to ensure that these strategies are impacting student engagement in the classroom. Professional Learning around the new syllabus documents will continue.

Student Engagement

This year we have updated our schools Behaviour Support and Management Plan to include the changes introduced by the schools 'Parry Party' (named after our school mascot, Parry). The Parry Party has worked to consolidate the school's positive behaviour reward system and aims to create a clear flow of consequences to behaviour in 2023. We sought the input of external providers such as the Resilience Project and Relationships Australia to support our wellbeing strategies and our Personal Development programs. The impact of this has been an improvement in student capacity to problem solve, resolve conflict and manage emotions.

In 2023 we will continue to work with external agencies and the Resilience Project and refine our Learning and Support Team processes. We will also develop links with our partner high school to investigate how we can enhance students engagement in the area of Science, Technology, Engineering and Mathematics (STEM) for stage 3 students.

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
The percentage of classrooms showing evidence of Explicit Direct Instruction practices and Learning Intentions & Success Criteria is moving towards the school identified target of 85%.	<ul style="list-style-type: none"> • Analysis of classroom observation records shows that 80% of teachers implementing Explicit Direct Instruction practices and Learning Intentions & Success Criteria indicating progress toward the school identified target.
Wellbeing TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 91.6%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 87.83% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
The percentage of teachers across the school demonstrating consistent, positive behaviour management practices and tracking relevant data to be moving towards the school identified target of 95%.	<ul style="list-style-type: none"> • Analysis of student management data shows that 90% of teachers demonstrating consistent, positive behaviour management practices and tracking relevant data indicating progress toward the school identified target.
The proportion of students attending >90% of the time to be moving towards the system negotiated lower bound target of 95.5%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 24.43%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.

Strategic Direction 3: Building staff capacity through collaboration and feedback

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. We will promote an "open-door" culture, valuing and sharing the expertise within our staff and the power of self- and peer-reflection.

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

6101: \$112,118.00

Literacy and numeracy: \$10,497.00

Beginning teacher support: \$45,651.00

Beginning teacher support (carried forward): \$29,638.00

Professional learning: \$28,164.00

QTR from University of Newcastle: \$20,000.00

QTSS release: \$3,477.00

Summary of progress

Impact Coaching

Our Impact Coach mentored early career teachers through scheduled meetings that focused on setting personalised goals, supporting students, developing effective classroom management and teaching strategies. The Impact Coach conducted classroom observations and provided explicit and timely feedback. Putney nominated to be a self-selector school in the Curriculum Reform Pilot and our Impact Coach led the implementation of the K-2 curriculum in addition to whole school changes in mathematics aligned to evidence-based research. The Impact Coach also led teacher professional learning on best practice in reading. The impact of this initiative has been that early career teachers are explicitly supported in their journey to accreditation. Our teachers are developing their capacity to implement best practice in the explicit teaching of reading.

In 2023, Years 3-6 staff will collaboratively plan teaching and learning programs using the new 3-6 syllabus for English. We will continue with guided support focused on mathematics. The newly appointed Assistant Principal Curriculum and Instruction will lead the implementation of the new syllabus and support staff to deliver quality teaching programs.

Collaborative Practice

This year we have continued our journey with Quality Teaching Rounds (QTR), that allowed for in-depth conversations of teaching pedagogy through collaborative classroom observations. The executive team conducted learning walks to observe the effective implementation of focused professional learning, including Explicit Direct Instruction. Teachers were provided with the opportunity to observe colleagues who were adept at using Explicit Direct instruction and explicit teaching of reading. The impact of this initiative has been an increase in teacher capacity, teacher efficacy and collaborative practice around the implementation of explicit teaching.

In 2023 we will continue with QTR and classroom observations within the school and will endeavour to extend this practice to include observations of peers in other school settings.

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
The percentage of K-6 teaching and	• Analysis of K-6 teaching and learning programs shows that 100% of K-2

learning programs based on the new English and Mathematics syllabus to be moving towards the school identified target of 100%.	programs are based on the new English and Mathematics syllabus indicating progress toward the school identified target.
TTFM data from teachers for Leadership and Collaboration is moving towards the NSW Govt Norms.	<ul style="list-style-type: none"> • Analysis of Tell Them From Me data for Leadership was a score of 7.2 which is above NSW Govt Norm indicating achievement of the school identified target. The data for collaboration is 7.6 indicating progress toward the school identified target.
The percentage of teachers engaging in observations focused on improved practice to be moving towards the school identified target of 100%.	<ul style="list-style-type: none"> • Analysis of school data shows that 60% of teachers engaging in observations focused on improved practice indicating progress toward the school identified target.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,063.00</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"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families of refugee students to ensure equitable access to the curriculum.</p>
<p>Integration funding support</p> <p>\$135,274.00</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 for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students 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>\$12,512.00</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 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"> • Differentiated Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services

<p>Socio-economic background</p> <p>\$12,512.00</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students.</p>
<p>Aboriginal background</p> <p>\$1,441.00</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 • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: releasing and supporting staff to amend and implement Personalised Learning Plans to ensure continued challenge and maximised learning and to ensure students feel like their culture is valued at school.</p>
<p>English language proficiency</p> <p>\$104,048.00</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 include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: student progress showing high growth on the EAL/D learning progressions, with 97% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: to provide opportunity for our EAL/D teacher to work collaboratively with classroom teachers to ensure teaching programs reflect the needs of EAL/D learners, ongoing professional learning will identify language and cultural demands across the curriculum.</p>

<p>Low level adjustment for disability</p> <p>\$101,458.00</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 • Student Engagement <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 • support for 3-6 students in MacLit program to meet the literacy needs of targeted students • 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 following impact: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. implementation of the MacqLit program to identified students in Stage 2. has resulted in 81% of students improving their word recognition as per MacLit Word attack post assessment. 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 will be: to develop a more consistent approach to student learning support and interventions leading to increased number of learning support referrals and subsequent collaborative learning support activities. to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and a streamlined learning support referral process with a case management approach.</p>
<p>Professional learning</p> <p>\$28,164.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaged an Impact Coach to professionally develop teachers to improve consistency of practice across the school: GOAT - Go Observe Another Teacher voluntary observations, EDI classroom visits and learning walks, PDP observations, QTR - Quality Teaching Rounds • suite of TPL sessions to introduce Rosenshine's Principle's in Action, which embeds EDI into classroom practice. A series of introductory Resilience Project TPLs to introduce staff to 'GEM' concepts - Gratitude, Empathy and Mindfulness as part of the whole-school wellbeing initiative. • middle leaders engaged in professional reading 'Collective Leader Efficacy' by Peter M DeWitt and attended Tom Sherrington and Simon Breakspear's Professional Learning conference. These discussions led to reflections about implementing effective TPL. • Engaged with external agencies to develop teacher capacity in supporting student's learning needs. Speech Pathologist - Identifying red flags in

<p>Professional learning</p> <p>\$28,164.00</p>	<p>literacy, Emotion Coaching TPL led by Relationships Australia.</p> <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in explicit direct instruction (EDI) resulting in improved internal and external student results. Teacher survey results showed 100% of teachers had trialled "Checking for understanding" formative assessment strategy in their lessons.</p> <p>After evaluation, the next steps to support our students will be: to utilise the Assistant Principal Curriculum and Instruction (APC&I) to support staff with the implementation of the new curriculum. our leadership team providing targeted professional learning in the form of mentoring and co-teaching with their teams. incorporate Learning Sprints into professional learning program. targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>Literacy and numeracy</p> <p>\$30,497.00</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"> • Effective Teaching & Learning • Impact Coaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • online program subscriptions to support literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: 100% of K-2 teachers using the new curriculum units in teaching and learning programs. Action and Reflection Days data discussion has led to modification of programming in literacy and numeracy to best support learning. Year 1 Phonics Screener Check- 86.8% of Year 1 students on track. 7.5% monitor and 5.7% require support. The data was consistent with Stage assessment data and students are on PLSPs. 100% of staff surveyed believed that professional learning has improved their teaching with 18% believing it has significantly improved teaching. Principles that have made a deep impact include questioning and checking for understanding.</p> <p>After evaluation, the next steps to support our students 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 implement best practice in literacy blocks. undertake guided support for numeracy. employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>QTSS release</p> <p>\$91,477.00</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>

<p>QTSS release</p> <p>\$91,477.00</p>	<ul style="list-style-type: none"> • Data-driven practices • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice in using formative assessment and utilising a logic model to discuss the use of data to inform planning and teaching which led to teachers embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to employ an Assistant Principal Curriculum and Implementation to lead improvement in literacy, numeracy and implementation of new curriculum..</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.00</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"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2021 to 2022.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. employ Assistant Principal Curriculum and Instruction to support classroom teachers in literacy and numeracy intervention strategies.</p>
<p>COVID ILSP</p> <p>\$43,400.00</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 2022.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$43,400.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in numeracy for Stage 2 and 3 and literacy in Stage 1. • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. the school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	248	254	250	247
Girls	236	239	229	202

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	94.0	95.4	92.8
1	93.8	92.1	95.6	92.1
2	95.3	93.0	95.9	90.8
3	95.9	95.5	96.2	92.4
4	94.9	96.9	95.5	90.7
5	95.9	95.3	96.3	91.6
6	94.3	96.5	94.3	90.5
All Years	94.9	94.7	95.6	91.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	16.35
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	3.48

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	827,206
Revenue	4,648,107
Appropriation	4,221,546
Sale of Goods and Services	1,288
Grants and contributions	418,658
Investment income	6,414
Other revenue	200
Expenses	-4,427,286
Employee related	-3,817,318
Operating expenses	-609,968
Surplus / deficit for the year	220,820
Closing Balance	1,048,027

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.

	2022 SBAR Adjustments (\$)
Targeted Total	137,337
Equity Total	219,462
Equity - Aboriginal	1,441
Equity - Socio-economic	12,513
Equity - Language	104,049
Equity - Disability	101,459
Base Total	3,310,105
Base - Per Capita	121,034
Base - Location	0
Base - Other	3,189,072
Other Total	353,452
Grand Total	4,020,356

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

Eighteen teachers participated in the Tell Them from Me Survey during a scheduled meeting time. Systems will be put in place next year to ensure more teachers complete the survey to provide a greater sample size and thus a more accurate picture. The survey asked teachers to examine the eight drivers of learning which are known to be strong correlates of student achievement. The eight drivers include: leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school and parent involvement. Our school results were comparable to government norms. Teachers providing students with written feedback and ensuring their students were engaged in learning was below the norm and will be an area to develop in relation to Learning Culture.

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. The results revealed teachers need to provide exemplars of work to students and although our students use technology throughout the day in literacy and numeracy lessons, students may need to be supported to set goals for new technological skills. 100% of staff were aware of new syllabuses being released as part of the Curriculum Reform initiative. 61% of staff did not feel they had a strong understanding of the NSW reform which will be addressed over the next three years with the implementation of the Assistant Principal Curriculum Instruction role. 100% of staff surveyed believed that our school does a good job of implementing curriculum change, a result attributed to Putney being a self-selector school this year and our Year 1 teachers sharing the journey of curriculum reform in K-2 with our network of schools and local Principals. Despite providing professional development in embedding Aboriginal cultures and histories into teaching and learning only 39% feel confident and have knowledge to engage students on Aboriginal cultures and histories. More professional learning to support teachers will be provided next year.

Following school professional learning sessions, staff are required to complete evaluation surveys which are analysed by the leadership team and drive the development of next steps in the Professional Learning Calendar. Survey results following a suite of TPL sessions in Rosenshine's Principles in Action focusing on best practice and Explicit Direct Instruction revealed 100% of teachers believed the knowledge had improved their teaching. 18% believed the professional learning had improved their teaching significantly whilst 55% believed moderately. 100% of teachers had trialled the principles of checking for understanding and questioning skills which were identified as having the deepest impact on their teaching. The use of daily and weekly review was the next principle of instruction that teachers wish to embed in their teaching practice.

Parents were invited to participate in the 'Partners in Learning' Parent Survey based on a comprehensive questionnaire covering seven aspects of parents' perceptions of their children's experiences at home and school. Fifty-two parents completed the Tell Them from Me survey despite providing the link in the various parent communications and providing an opportunity for parents to access the survey at school via a QR code during an open classroom Student Led Reporting morning. We are keen to have more participants in 2023 as our school wants to foster greater connection and communication with our community.

The survey results for five of the categories were similar to Government norms. 74% of parents had spoken and met with their child's teacher about learning and/or behaviour. 75% have attended meetings and/or Parent information sessions and 79% were involved in Committees or the Putney P and C Association. Only 48% parents agree that our school reports provide them with how best to support their child in their learning and believe that they are well informed about their child's progress in school subjects. An explanation for this result could have been the DoE guidelines for 2022 where schools had the option to only prepare comments for English and mathematics due to disruptions to learning because of COVID. We will return to adding a general comment in 2023. Teachers will be provided with greater guidance and preparation for interviews with parents and report writing. Parents were asked if teachers have high expectations for their child to succeed. We need to improve this score as high expectations are linked with higher performance for all students.

182 students from Years 4-6 were surveyed using the Tell Them from Me student component, which included nine measures of student engagement. 90% of students indicated that they display positive behaviour at school. 74% of students recorded a positive sense of belonging which was a 10% increase from the previous year but still below the Government norm.

Whilst we are comparable with government norms in the percentage of students intellectually engaged in effort and quality instruction, we are below in the percentage of students who are interested and motivated. Enhancing student engagement remains a focus of our Strategic Improvement Plan, especially in Stage 3 where disengagement becomes apparent in Semester 2 in Year 6 (31%). We will be engaging with our local comprehensive high school in the Key Learning Area of mathematics to support learning in both settings. Our partnership with Relationships Australia including Friends Resilience program for Stages 2 and 3 and the Resilience Project (Students, staff and parents) once again in 2023 will help support students disengaged in learning due to anxiety, learning needs, friendships and develop a stronger sense of belonging. To help combat online friendship and bullying issues between the Year 6 cohort we have organised a speaker in Term 1 to explain how to be safe and respectful online.

Authentic student voice is important to our staff, in term 4, 7 classroom teachers trialled PIVOT an online student feedback tool on classroom practice. The results provided staff with data to help them reflect and set goals for their teaching. All classes will use the platform in 2023 to gather authentic K-6 student data.

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.

Aboriginal Education - School statement

At Putney Public School, our vision for Reconciliation is to ensure First Nations Peoples of Australia are truly valued and respected. Our staff, students and community will work in collaboration to foster a learning environment free of racism. Our school will create a supportive environment which promotes student voice and identity. First Nations students will flourish and achieve their learning and cultural goals.

We will ensure our school community knows the importance of recognising, respecting and understanding Aboriginal and Torres Strait Islander histories and cultures. We will take action to increase the visibility of Australia's First Nations communities in all we do-through teaching, learning and physical surroundings.

All teachers will develop their understanding of Aboriginal and Torres Strait Islander histories and cultures. We are committed to establish, maintain and strengthen community connections and forge partnerships with First Nations communities. We believe that reconciliation is everyone's responsibility.

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.

Anti-Racism - School statement

At Putney Public School, we are committed to the eradication of racial discrimination and promoting acceptance of our cultural, linguistic, and religious diversity, challenging prejudiced attitudes, and ensuring that sanctions are applied against racist and discriminatory behaviours. Our Anti-Racism procedure aligns with the New South Wales, Department of Education Anti-Racism Policy.

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.

Multicultural and anti-racism education - School Statement

Our school welcomes students, families and community members from all cultural backgrounds. We appreciate

difference and diversity and aim to provide a culturally inclusive and responsive environment that benefits all students..

Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Our school fosters student wellbeing and community harmony by implementing anti-racism and anti-discrimination strategies that encourage engagement by parents and carers from all backgrounds.