

# Turramurra Public School

## Annual Report



2016



3855

## Introduction

The Annual Report for **2016** is provided to the community of **Turramurra Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Margaret Foott

Principal

### School contact details

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## Message from the Principal

Our school continues to grow and thrive and our students remain focused on the educational, creative and sporting opportunities that are provided for them. Our band and choral groups have had another very successful year and the debating, robotics and chess clubs provide opportunities for students who have interest in these areas. Our dance groups were very successful at the Glenn Street dance Festival. Our sport students have had a great number of successes including two students who have succeeded to National level. Academic progress has been showing steady improvement over the past years and our students have succeeded in a number of areas including two perfect scores in the Maths Olympiad. Our writers have written another -Book in a Day and despite not being selected we judged it to be an excellent read. Our Year four students once again worked with Turramurra High School mentors and our local primary schools and completed the Powerful Project in conjunction with Gibberagong Environmental Centre. Our students are very focused on their learning and they are very keen to strive to do their very best. The Positive Behaviour for Learning focus for our school's Wellbeing policy has had a very noticeable effect on the playground and in the classrooms.

## Message from the school community

I thoroughly enjoy the role of P&C President, and am constantly reminded of the value of community and how much a group of people focussed on the best interests of children can achieve when we work collaboratively and inclusively.

I want to extend my thanks to the executive team and Committees that have worked tirelessly over the past year. Your support has enabled me to remain in the position despite some large changes in my work and study life and have enabled the impact for my family to be minimised, so thank you.

Secondly I want to thank Margaret and her team both teachers and support staff in their support of and in working with the P&C. We all work as a team, to provide the best resources and learning environment for the children who attend the school.

Finally thanks must go to the families of the school that provide support and assistance through payment of the voluntary contribution, that enables the funding of much needed resources and through in kind time contributions as class parents, helpers and volunteers.

We have a number of executive members this year that have come to the end of their term, and I want to express my gratitude for the commitment you have given.

We had an amazing response to the P&C survey that we are continuing to analyse and use to forward plan. These responses will enable us to plan and prioritise.

We have continued to have had success in maintaining high rates of contribution payments, and fundraising success, as mentioned above, both absolutely necessary to continuing to provide the quality of resources our children have access to, both in the classroom and in the broader school environment.

We are in the final stages of the remaining air conditioning works which have been limited by the electricity loading. We are working to resolve this. The Calisthenics equipment was successfully installed and other resources contributed to the school.

The committee has undertaken extensive research into the expansion/replacement of the school hall, however the cost of this is in excess of 3 million dollars. It has subsequently been added to DoE works, which is an extensive list. In 2017 the committee will be considering how we prioritise the highest rated requests in the survey, which included for example; play equipment in the Primary area, multi purpose space and classroom resources. With social media and cyber security being an ongoing issue, we will also look at running a session for interested parents and community members on keeping children safe.

The uniform shop, canteen and band are continuing strongly, but are always in need of extra helping hands and volunteers.

I encourage each and every parent to become involved, in whatever way they can, in our school.

Briony Foster

TPS P&C President

## School background

### School vision statement

Literacy and Numeracy and knowledge of key disciplines remain the cornerstone of schooling for all young Australians. Our goals include promoting equity and excellence and ensuring our students are successful learners, confident, creative, informed and active citizens.

Provision of school information to the community to promote community engagement and understanding of educational enterprise is part of our practice.

Providing opportunities for all students to be positive, engaged “future-focused” learners who are well prepared for further learning challenges and experiences.

Developing strong resilient students who aim to do their personal best in all their present and future endeavours and are respectful and responsible at all times.

### School context

Turramurra Public School (TPS) is situated in the Upper North Shore area of Sydney. Its name is derived from the Aboriginal word meaning 'placed on the hill'. The school is set on extensive grounds with buildings clustered at either end of large playing fields. The school caters for students K-6. Our intake of students comes largely from middle to high socio-economic groups and we have 27% students with a Language Background other than English.

School planning reflects the needs of the community it serves. TPS students perform exceptionally well in many endeavours and we have high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school provides quality teaching and learning programs, outstanding band and choral programs, French and Mandarin language classes, a K-to-6 buddy program, specialist computer sessions and video-conference linkages. We also offer Robotics, Student Representative Council, Chess Club, Public Speaking and Debating opportunities, extensive sport programs and a specialist dance and PE program.

We have a comprehensive wellbeing policy based on Positive Behaviour for Learning that underpins a proud school culture that demonstrates the Department of Education's core values Respect, Responsibility and Personal Best.

The school is committed to teacher professional learning which is focused on improving and enriching student outcomes.

The school has built a strong connection to the Turramurra Learning Community which has enhanced links with Turramurra High School and our local business owners.

Each year the school sets a number of improvement goals and areas of focus. Our focus on literacy and numeracy has resulted in above stage expectation results for the majority of our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our school completed the Self assessment as part of External Validation in 2015. The self assessment was again used in 2016 to see how our school was placed in the three domains compared to 2015.

The school has shown growth in all three domains and this will give us further information for planning at the end of 2017.

In the Learning, Curriculum and Wellbeing domains our overall rating was Excelling. We rated Sustaining and Growing in Assessment and Reporting.

In the teaching domains we rated Excelling for effective classroom practice, Management practices and processes and professional standards. We rated Sustaining and Growing for Data Skills and Use, Collaborative Practice and Learning and Development.

In the Leading domains we rated Excelling for Leadership and School Resources and Sustaining and Growing for School planning, implementation and reporting,

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Developing Engaged and Motivated Students

#### Purpose

To reinforce positive behaviours and a love of learning across all year levels, increasing teaching time and consistent standards of behaviour in all educational settings to ensure our students achieve and thrive as learners, leaders and responsible, productive citizens.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

#### Overall summary of progress

Positive Behaviour for Learning(PBL) is well established in the school and teachers are reinforcing the learning goals inside and outside the classroom. Data collected from incidents indicates that non compliance has steadily declined and our biggest issue is children not wearing hats. Articles in the newsletter are placed regularly and the Meet the Teacher evening was used as a venue to report how our behaviour system works.

Teachers are differentiating more effectively especially in Mathematics and English. Our work with Gifted and Talented students has been enhanced by having a teacher lead and produce resources to support teaching staff and students who benefit from a differentiated and enriched program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>Tell Them From Me Survey will show an improvement in the skills/challenged data from 38% of students in 2015 feeling engaged and skilled to 45% in 2016 to 55% in 2017.</i>	Teacher feedback towards the program is very positive. 42% of students feel challenged in their learning. Our expected goal was 45%. It was an increase from 38% in 2015.	Nil cost
Teaching and learning programs will show differentiation for all students and will be monitored by the stage leader.	Ongoing PL on differentiation to motivate students at all levels of ability with an increased focus on Gifted and Talented. Regular monitoring of teaching and learning programs and student work samples.	\$7000
An increase from 10% of all TPS students to 15% of all TPS students achieving a school medal. This will give evidence of the success of our PBL program	Survey results for non classroom setting show 90% of our actions are in place. The classroom settings was slightly lower at 82%. The expected student behaviours and routines stated positively and defined clearly was reported at 100% The number of students receiving the school medal has shown a 2% increase to 20%..	\$1400 annual cost of medals.

#### Next Steps

PBL is to be reinforced and presented each year at Meet the Teacher. New teachers are to be trained and introduced to the school system as soon as is practical.

The TOWN project is now used as a tool for teachers and no longer needs to be a focus of the school plan. Recognition for students is to be enhanced and expectations reviewed each year.

Gifted and talented opportunities and differentiation of teachers programs continues to be a focus in 2017.



## Strategic Direction 2

### Ensuring Quality Educational Practice

#### Purpose

Demonstrate deep understanding of the Australian Teaching Standards which will be evident in class programs with the aim of further improved achievement for all students. This will be evident in end-of-year assessments. Teachers are trained in the Quality Teaching Framework and use this in conjunction with the Excellence Framework to constantly improve their practice.

#### Overall summary of progress

Teachers had Professional Learning sessions regarding the Professional Standards for Teachers. Leadership opportunities were created to deliver this to staff.

Links with Macquarie University have been strengthened and leadership opportunities in the school also added as part of the mentorship of pre-service teachers. Delivery of Professional Learning to Pre-service teachers has strengthened the linkages and expertise of the tutors and lecturers at the university.

Our lead project had a focus on literacy for 2015-2016. This provided teachers with expert modelling of new syllabus and focus on writing and grammar was greatly appreciated by all staff.

Teachers are using the continuums more effectively and consistently. This is still an area in need of greater focus.

Scope and Sequences are in place for all syllabus and the new syllabus are in place and a focus for all teaching programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>NAPLAN data used for targets in Literacy and Numeracy. PLAN used for recording and producing evidence to support programs.</i>  <i>100% of classes will have literacy data recorded in PLAN by the end of 2016. Numeracy by end of 2017.</i>	NAPLAN data has been used to target spelling and patterns and algebra, based on school performance in years 3 and 5.  PLAN data is used in ES1 and Stage 1 to track student progress and progressively by 3 to 6 teachers to plot cluster progression.  We have not reached our target of 100% in 2016.	PL for staff \$1200
90% of students will be achieving expected clusters (or beyond) on the literacy continuum.	All students in ES1 and Stage 1 are achieving expected growth on the literacy continuum.	\$1000 PLAN professional development
100% of classes will be using data to differentiate their programs.	All class teachers are using data to help with the differentiation within their programs	In-school differentiation professional development
<i>65% of students to achieve expected growth in NAPLAN spelling, 2017.</i>  <i>65% of students to achieve expected growth in NAPLAN grammar and punctuation, 2017.</i>	Introduction of spelling program for stages 2 and 3. Additional targeted intervention teacher position created in Semester 2. Whole-school grammar and punctuation scope and sequence. All programs have been implemented to support attainment of 2017 NAPLAN targets;	Spelling PL \$1400  Teacher position is school funded \$16000

#### Next Steps

Our focus for this strategic direction was on English for the first two years of the plan. In 2017 we renew our focus on Mathematics and mathematical concepts. We will commence our year by working with Anita Chin as a motivation to clarify new concepts in mathematics and to revitalise the programs in our school.

The Excellence Framework will be the focus for staff self development and judgement and work with the framework itself is to be renewed in 2017.

Work with Macquarie University will be continued and strengthened as we increase the opportunities for our pre-service teachers and our teachers to lead programs created for them.

Feedback is to be a further focus for all classes and teachers will access training on assessment in term 1 to support this.



### Strategic Direction 3

#### Maintaining and Supporting Positive Links with the Community

##### Purpose

To strengthen and maintain community linkages to our school to ensure TPS has a pivotal role in our community. Furthering links with our parents and general community broadens the opportunities available to our students.

##### Overall summary of progress

Our positive relationship with our Parent bodies continues to grow and develop. Provision of information to parents has been enhanced by the introduction of APPs to support information delivery to additional platforms.

The community understands and supports the PBL strategy and are able to discuss the values with their children through this.

Our parent meetings in term 1 are well received and appreciated.

The events at the school are well attended and supported. The P&C are very proactive and show their support to our school by assisting with funds for projects in the school.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>Increased community involvement in school</i>  - P&C attendance  - attendance at school events  - numbers of parent volunteers  <i>P&amp;C projects are well publicised within the local and broader community</i>	Attendance at P&C meetings has increased. School events are very well supported and valued. Parent meetings are well attended with many volunteers to organise events and fundraisers. Increased access to local emergency services. Increased access to local business and services. The school community has more avenues available to access information about events and opportunities in the school.	Management time and cost for website and apps

##### Next Steps

Our focus in this area will remain in 2017. We are planning to have information nights for parents in a number of syllabus areas. Presentation of expectations to parents at the beginning of the year along with Specialist teacher information has strengthened knowledge for parents about how curriculum is delivered. P&C meetings and parent meetings held regularly throughout the year enables planning to be undertaken and information to be provided to parents at the school in a timely way. The use of the updated website to provide information for parents and carers has enhanced the ability for parents to access information quickly and efficiently. The schools electronic noticeboard is also used for timely reminders of events. The school newsletter provided as a soft copy allows parents to download information for their use and as reminders of upcoming events. Both of these areas are viewed as very useful places for parents to access information.

The community of schools links are continuing to grow with projects set annually and links to our local high school valued and continually assessed and added to. In 2016 we continued our Powerful Project for years 4 and 9 and had visits from the high school to provide music and science curriculum delivered by our high school classes.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The school receives funding to support our Aboriginal students and programs. The funds are used primarily to assist with purchase of library and classroom resources.	\$1270
<b>English language proficiency</b>	Additional funds to support new arrivals was received in 2016. This was supplemented by school funds.	Specialist teacher was employed one day a week in 2016
<b>Low level adjustment for disability</b>	Funds were received to support a number of students in the school. The funds were primarily used to employ school learning and support officers for the class teachers and resources that were required to support the children's specialist programs.	\$42 000
<b>Quality Teaching, Successful Students (QTSS)</b>	Annual assessment showed gains for all targeted students. The opportunity for teachers to have time off class to observe other teachers was valued and executive have made significant progress towards working with teachers to give meaningful feedback. Timelines are now in place for 2017.	QTSS funding and school funds were used to support resource purchase and teacher days.
<b>Socio-economic background</b>	Funds were received to support families who were struggling to meet costs. Uniform purchase, school fees, textbooks and excursions were covered by this fund.	\$1 300
<b>Support for beginning teachers</b>	Beginning teachers developed confidence.	\$6000 to attend HUB  \$24000 to provide release and mentoring days.
<b>Targetted Intervention</b>	The school used part of its staffing allocation to release a classroom teacher to support students with one or more areas of need in Terms 2 and 3 of 2016.	Teacher release two days per week to support this program

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	270	289	293	312
Girls	214	223	233	254

Enrolment has shown a steady increase over the four years displayed. The gender split shows a greater number of boys than girls. This is more pronounced in the 3-6 years.

We have 27% of our students from a non-English speaking background. Students who require support for their English are taken by our EALD teacher (English as a second Language)

All students are in parallel non-streamed classes.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	96.3	95.7	97.2
1	95.5	96.3	95.9	96.4
2	95.3	94.7	95.3	96.2
3	95.3	96	96.8	96.7
4	95.9	96.4	96.2	95.6
5	96.5	96.2	95.5	96.7
6	94.8	95.4	95	94.8
All Years	95.5	95.9	95.8	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Our student attendance is very stable and is above state and Department attendance rates. Class rolls are monitored regularly and notes for non attendance followed up. In the event of children not attending

regularly or attending late processes are put in place to support the family to rectify and amend. Our attendance is also affected to a small degree by families travelling out of school holiday periods which is not encouraged.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	1

There are no Aboriginal members in our workforce

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

All staff participated in professional learning linked to the school's strategic directions with a focus on Literacy and Numeracy. There were many opportunities for staff to participate in other Professional Learning, such as STEM activities, creative and critical thinking sessions to name a few. Staff members are working towards their proficiency accreditation or are at maintenance levels with BOSTES.

## Financial information (for schools using both OASIS and SAP/SALM)

Income to support the programs in our school comes from a number of sources. The majority of funds are from the government and have specific purposes set for their use. The voluntary contribution supports the P&C projects and is additional to the fundraising that the P&C carries out. Other funds are accessed through grants that the school applies for.

The information provided in the financial summary

includes reporting from 27 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	925 629
(2a) Appropriation	728 605
(2b) Sale of Goods and Services	0
(2c) Grants and Contributions	194 944
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	2 079
<b>Expenses</b>	-596 951
Recurrent Expenses	-596 951
(3a) Employee Related	-267 869
(3b) Operating Expenses	-329 082
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	328 677
<b>Balance Carried Forward</b>	328 677

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 583 168
Base Per Capita	28 359
Base Location	0
Other Base	3 554 809
<b>Equity Total</b>	96 637
Equity Aboriginal	437
Equity Socio economic	4 337
Equity Language	20 136
Equity Disability	71 726
<b>Targeted Total</b>	29 720
<b>Other Total</b>	133 256
<b>Grand Total</b>	3 842 782

## 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.

Our school is well above the state average in all aspect of NAPLAN for years 3 and 5. Areas identified for focus in 2017 will include spelling within writing, using new programs, and patterns and algebra in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2016 parents, students and teachers completed the Tell Them From Me Survey.

This is a summary of the Tell Them From me Survey linked to our Strategic Directions.

### Student Responses

74% of students feel accepted and valued by their peers and by others at school. 96% of students say that they do not get into trouble at school for disruptive or inappropriate behaviour. 69% of the students are interested and motivated in their learning and 91% of students at TPS said they tried hard to succeed.

83% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach. 70% of students said that there are clear rules and expectations for classroom behaviour. The students understand these and teachers maintain high expectations.

Parent Responses - 176 parents at TPS responded to the survey

72% of parents feel welcome at TPS. 73% of parents say that TPS supports their child's learning, with 78% of parents saying that teachers encourage their children to do their best. 87% of parents said that their child was clear on school rules for school behaviour.

Staff Responses - 21 staff responded to the survey

67% of staff said they have support in their teaching and learning programs. 76% said that they collaborated effectively with other staff members. 82% said they created a positive learning culture.

## Policy requirements

### Aboriginal education

The school has a very comprehensive focus on Aboriginal Education which is delivered to all years K-6. The library has purchased further resources to support this important area. The school has joined the Learning Alliance and is making links with Narrabri Public School with the aim of sharing experiences and knowledge in two very different settings.

### Multicultural and anti-racism education

The school has students from a wide range of cultures enrolled. All classes include elements in their classroom programs that celebrate our multicultural society. The K-2 students had a number of events during the year to learn about a variety of religious practices from around the world.

The school has an appointed anti-racism officer who has been trained to deal with any issues for students and parents in this area. Our Positive Behaviour for Learning also reinforces correct behaviour and values that we hold in our community and society.

### Other school programs

The school has a wide range of other supported programs operating throughout the school year. Some of these programs have been long standing and operate smoothly. The band and dance programs are before school programs with opportunities for showcasing provided to parents at school events and externally.

The Robotics group continue to enjoy working before school to learn more about coding and robotic technology. This is planned to extend in 2017 with more opportunities for children to participate. This is presented by our teachers as an additional learning activity.

Our teachers also run the garden program with eager volunteers during the lunch break. The vegetable garden provides an excellent learning space for all K-6.

Sporting Schools grants have added to the opportunities our students have to experience a greater variety of sports. This has included AFL, Football and athletics.

Life Education and Swim School are very important parts of the external provisions for our students to be safe and well informed citizens.

The students receive a wide variety of opportunities throughout the year through our celebrations of NAIDOC week, Harmony day, Education Week and special visitors to the school.

2016 marks the fourth year that the Turrumurra Learning Community has been involved in the Powerful

Project. This year the Glossy Black Cockatoo was the endangered local species chosen for the students to investigate. The focus was to examine the needs of the Glossy Black Cockatoo and to understand ways in which we can counteract the effects of habitat fragmentation, thus assisting its continued existence in our local area.

The project was integrated into our new syllabus geography unit, The Earth's Environment, and the students' ICT studies. The project consisted of three stages. The first stage was the mentor led day at Taronga Zoo where the mentors guided the students in a variety of activities. The second stage was held at Gibberagong Environmental Education Centre at Bobbin Head. The students participated in a STEM activity, bird watching, mentor led games sessions and nest box building. The final stage was the learning that occurred at school over the term. Students used technology to build a website to enhance community awareness of the vulnerable status of the Glossy Black Cockatoo. Mentors visited the school to assist the Year 4 students in this task. The Year 4 students also used technology to create posters and community awareness commercials. A School Expo Day was held late in Term 3 to showcase the students' digital and artistic creations.