

# Turramurra High School

## Annual Report



2016



8435

## Introduction

The Annual Report for **2016** is provided to the community of **Turramurra High 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.

Stephanie McConnell

Principal

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## Message from the Principal

Turramurra High School is a vibrant and dynamic school with such diverse and rich opportunities for students. Our school spirit is quite unique and it is something that has really been brought to the fore throughout 2016.

At its heart, the Turramurra spirit is exemplified in a genuine care and concern for others, an authentic inclusiveness and a positive world view which values difference and diversity.

This year, our spirit has shone in so many different ways. We have continued to excel in the sporting arena, gaining the title of National Handball Champions amongst other accolades.

2016 marks the fourth year of the very successful "Powerful Project" with our four partner Primary schools and the Gibberagong Field Studies Centre. The Powerful Project engages about 40 Year 9 students as mentors to every Year 4 student in each of the primary schools to investigate the habitat of local endangered species and develop awareness amongst the community for its plight.

Turramurra High is one of a select number of schools across the state chosen to lead an initiative to change the future of teacher education. We are partnered with UTS in this initiative which we call InSITE. We have taken on the challenge of delivering five of the Masters of Teaching subjects on site here at Turramurra, allowing future teachers to learn their craft *in situ* and to experience the breadth and depth of life in a school so that they might be better prepared for a career in teaching and our students will be better served through high quality, future focused teaching methods.

The Turramurra High School spirit is exemplified in so many more ways than just the examples given here. It happens every day in the conversations we have, in the way we treat each other and also in the way that we strive to do our best and make the most of our learning opportunities. This report celebrates the spirit of Turramurra that connects us and empowers us and shapes us to be better people.

## School background

### School vision statement

Turramurra High School seeks to empower individual learners through the creation of a future focused learning environment prioritising collaborative and innovative practice.

### School context

Turramurra High School (1267 students, including 42% from a non-English speaking background), is a comprehensive, coeducational high school with classes for gifted and talented students in Years 7–10 and currently offers an international students program.

The school has a reputation for achievement in academic studies, sport and the creative arts, including an outstanding band program.

The school is an active partner in the North Shore Secondary Schools Partnership and the Turramurra Learning Community.

It has strong relationships with overseas sister schools in Japan.

## 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.

In the domain of **Learning**, the school is sustaining and growing in the areas of Learning Culture and Wellbeing. We continued to implement PBEL across the school and promote the messages of positive behaviour through classrooms and the playground. Our Wellbeing Team finalised the school's Wellbeing Framework which documents types of support and the year groups which benefit from various programs. This structured approach enables professional learning to be targeted and strengthens the school's ability to foster perseverance and resilience in our students. In the area of Curriculum and Learning, the school is excelling with many integrated programs being offered through relationships with our NS5 partner secondary schools as well as the Turramurra Learning Community of Primary schools. Our role in the NSW Department of Education Hub school program led to the implementation of an innovative pilot program with Masters of Education students from UTS learning on site at Turramurra High School. The purpose of this program is to re-imagine initial teacher education and transform the learning culture of schools to embed future focused learning. The school is sustaining and growing in the areas of assessment and reporting and student performance measures. Through approaches such as Flipped Classrooms, Visible Thinking routines and online learning platforms, students have access to a much more engaging learning environment which strengthens their understanding of key concepts and encourages a deeper connection with the content of courses. Teachers are engaging in professional learning to allow them to better engage with available data to improve teaching and learning programs and differentiation strategies in the classroom.

The domain of **Teaching** has seen the school excel in data skills and use, collaborative practice, learning and development and professional standards. As a result of targeted professional learning on setting goals for PDP's, the professional learning team identified key themes emerging from staff professional development goals. As a result, staff engaged in professional learning on tools for collaborative learning and teachers began working in focus groups using "Cultures of Thinking" protocols to engage in structured professional discussion addressing problems of practice identified by staff. These problems of practice were linked to staff PDP's and enabled a cross faculty approach to improving classroom practice. Through a restructuring of the staff meeting cycle, the use of focus groups for professional discussion was embedded into the school calendar enabling a sustainable approach to ongoing improvement in teaching. A number of KLAs have continued to build collaborative networks with staff in other NS5 schools, local businesses and with members of our local community. The Executive team pursuing learning communities conducted a skills audit of the parent community and pursued opportunities to enhance teaching and learning opportunities through

authentic agencies. The Creative and Performing Arts faculty lead a significant project designed to develop students' future focused learning dispositions. The Passport Project has now been delivered for a number of years and empowers Stage 5 Creative Arts students to develop a project whilst honing their capacity for creativity and collaboration. To measure students' development, THS collaborated with UTS –Connected Intelligence Centre and Learning Emergence to implement the CLARA Measurement Tool. This tool is a survey that allows students to identify their 'Learning Powers'. Project-based Learning was offered to all Year 10 students for the first time in 2016 resulting in significant changes in teaching practice and learning experiences. Several highly successful PBL projects were completed including the design and construction of a gallery space and student-run café (Café 2074) and the Fitness at Turramurra (F.A.T.) project where students designed and built fitness equipment around the school and then designed fitness programs to suit the equipment.

In the domain of **Leading**, Turramurra High School has again demonstrated that we are excelling in most areas. Staff development days are highly valued by staff as opportunities to engage in relevant and targeted learning and sharing. The school values the expertise within our staff body and utilises this at every opportunity. In 2016 the school chose to implement 'Twilight' professional learning sessions each term in lieu of the school development days at the end of the year. This allowed for staff to become authentically engaged in the implementation of the school plan. The term one 'Twilight' professional learning engaged not only staff but parents and staff from other NS5 school in a screening of "Most Likely to Succeed", a film which explores future-focused learning through the example of High Tech High in California, USA. At our term 2 Twilight session, the school utilised the expertise of Ryan Gill from Masada College to introduce "Cultures of Thinking" which lead to the development of staff focus groups. The term 3 Twilight focused on Professional Teaching Standards in preparation for the changes to come in 2018 where all staff will be accredited at proficient.

In addition to our Twilight professional learning, the school leadership team continues to pursue opportunities for professional learning with our NS5 partner schools. Our term 3 school development day was a combined NS5 Staff Development Day where all staff nominated a masterclass session ranging from Visible Thinking, Flipped Classrooms and Designing Learning Spaces. Select Executive staff also attended the 'Art of Leadership' course which is focused on the Glasser model of positive behaviour.

Our self-assessment process will further assist the school to refine the strategic priorities in our current plan and in the planning process for our 2018–2020 School plan, leading to ongoing 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

Engagement — student engagement through innovative quality teaching and learning practices.

### Purpose

**To deliver high quality, differentiated curriculum, assessment and teaching and learning practices which are based on data, high expectations and innovative thinking. To increase student engagement through the promotion of student agency, relevance and connections and create learning spaces which enable future focused learning.**

### Overall summary of progress

Building on the success of previous years, 2016 saw the successful implementation of a dedicated Project-based Learning elective line for all Year 10 students. These courses proved highly successful in engaging our Year 10 students and increasing their understanding of their own learning. Authentic connections and meaning were further enhanced in all courses including one course in which students designed and manufactured products to be sold at our annual Christmas Twilight Market – this stall sold out of all products! Coupled with our PBL line, Turramurra High School continued to embed Learning Powers into our classroom practice with all PBL teachers trained in these learning dispositions and all Year 10 students completing the CLARA survey which measures students' future focused learning dispositions. Teacher survey results showed that 83.3% of PBL teachers found that the new pedagogy used in teaching their PBL course has translated into their general classroom practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Identified groups of staff and students are trained in the use of Learning Powers and the Learning Powers measurement tool– CLARA. All staff are made aware of the language and purpose of Learning Powers by the end of 2016 in preparation for whole school implementation beyond 2017.</b>	In 2016, all staff teaching a Year 10 Project-based Learning (PBL) course were trained in the use of Learning Powers and CLARA and all Year 10 students completed the CLARA survey. PBL teachers incorporated the Learning Powers approach into their lessons and monitored student outcomes compared to the Pre-test results.	\$5040
<b>25% reduction in the use of examination-style assessment across all KLAS by December 2017.</b>	An audit on types of assessment across all faculties was conducted and the results discussed at Executive meetings.  Executive staff were in-serviced on the use of formative assessment.	\$0
<b>Students are able to access a range of meaningful feedback options and learning analytics data through myEd and School Excellence Framework report shows a 10% improvement in value-added scores from Year 9 to HSC.</b>	All teaching staff received professional learning on feedback and what makes quality feedback through a series of staff meetings. Staff worked in both faculty and cross-faculty groups during this training.	\$0

### Next Steps

Based on the survey of PBL teaching staff, consideration was given to further professional learning around Agency which will lead to an extension of Learning Powers in 2017 both within the PBL courses and across the school with a focus on the authentic embedding of the 4Cs (Creativity, Critical Reflection, Communication and Collaboration) pedagogical approach based on the work of Dr. Miranda Jefferson and Prof. Michael Anderson. Students will be surveyed at the end of 2017 to measure their understanding of the 4Cs.

## Strategic Direction 2

Wellbeing — holistic development of students and staff through wellbeing, capabilities development and leadership.

### Purpose

**The holistic development of the student into a confident and resilient adult through proactive student wellbeing programs, co-curricular activities and student voice in all aspects of school life. Provision of programs which promote self-efficacy and provide academic and emotional support for both staff and students. Provision of individualised learning pathways which enhance the learning potential of staff and students.**

### Overall summary of progress

In 2016, the Wellbeing team continued to consult with the school community as they finalised the school's Student Wellbeing Framework. Student wellbeing data was regularly analysed and used to inform decisions made on a whole school level in updating key targets and elements within the framework as well as to more effectively allow for early interventions for individual students. Elements of staff wellbeing were addressed through a targeted approach to professional learning around the formation of collaborative support networks called Focus Groups in which staff discussed and supported each other in analysing elements of classroom practice. Professional learning was provided in the use of protocols as tools to aid discussion within focus groups by experts in 'Cultures of Thinking' from Masada College. In 2016, staff learned about the Descriptive Consultancy protocol and used this within their focus groups throughout terms 3 and 4. Teachers volunteered to bring a puzzle of practice to the group for which they wanted input from their peers in order to find ways they could improve upon this element of their classroom practice. These focus groups proved highly successful in bringing staff together in a supportive environment to discuss each other's practice. Mindfulness was introduced to Years 7 and 11 students and short sessions were undertaken in classes each week to help students to maintain a positive and calm headspace. Staff have also been trained in mindfulness techniques and invited to participate in weekly mindfulness sessions.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>60% of students, parents and staff meaningfully connect with the school's wellbeing framework.</b>	2016 saw the finalisation of the school's Student Wellbeing Framework and resulted in an increased number of proactive interventions offered to support students' wellbeing and recognise student achievement.	\$9,339
<b>80% of staff feel supported in their job and are actively engaged in pursuing their negotiated learning goals through the performance development framework</b>	All staff participated in Focus Group training using a range of protocols to engage in professional collaborative conversations around teaching and learning. The use of focus groups is designed to develop a collective understanding of practice and provide staff with a support network to collaboratively workshop problems of practice and gain new insights into approaches to classroom practice.	\$3,500

### Next Steps

In 2017, the Student Wellbeing Framework will be promoted to all staff, students and parents and help ensure that all members of the school community are informed of the approaches to student wellbeing undertaken at Turramurra High School. Mindfulness sessions were successful in 2016 and will be continued in 2017 – particularly with our Year 12 cohort. The success of Focus Groups in 2016 will see this approach continued in 2017. A new protocol – Looking At Students' Thinking (LAST) – will be introduced to staff in our term 2 Twilight professional learning session, again facilitated by experts from Masada College. This protocol is a powerful tool which focuses on identifying and extrapolating what thinking is actually evident in a piece of student work and what this can tell us about their understanding of the task. It is hoped that after this training, focus groups will choose this protocol to use in their discussions and that this will collectively enhance the group's understanding of and ability to interpret student thinking.

### Strategic Direction 3

Learning Community — a collaborative and connected community of future focused learners.

#### Purpose

To further enhance a culture of collaboration across the school community (students, staff, parents, partner schools, learning institutions and wide community) as we develop a future focused learning environment. Students and staff are supported in the pursuit of their own learning goals. Staff are encouraged in their commitment to reflective ongoing professional development. They are empowered in sharing innovative practice and working collaboratively both within and beyond the school. Parents and local community members are recognised as partners in the education journey. Links are actively pursued through our community of schools, university and secondary school partnerships.

#### Overall summary of progress

In 2016 the Learning Communities team continued to compile an Alumni database as well as conducting student evaluative surveys on teaching programs, extra curricula programs and student leadership. The results of these surveys were fed back to staff in a number of forums. Through the Professional Learning team, all staff identified personal learning goals and successfully engaged in the PDP process once again. Staff continued to work together in classroom observation groups and participated in observation rounds selecting from a number of proformas to record and discuss their feedback in a supportive and constructive environment. There was a continued promotion of collaborative programs and networks available to staff through the NS5 and the TLC. Turramurra High is one of a select number of schools across the state chosen to lead an initiative to change the future of teacher education. We are partnered with UTS in this initiative which we call InSITE. We have taken on the challenge of delivering five of the Masters of Teaching subjects on site here at Turramurra, allowing future teachers to learn their craft *in situ* and to experience the breadth and depth of life in a school so that they might be better prepared for a career in teaching and our students will be better served through high quality, future focused teaching methods.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of staff are able to use learning analytics to inform their teaching practice.	Through the increased use of DoE data packages and focus group discussions, a greater percentage of staff are now able to analyse elements of student learning and use this analysis to inform their teaching practice.	\$0
50% of students, staff and parents are meaningfully connected to programs offered through collaboration with NS5, TLC and UTS partnerships.	Through programs and initiatives such as the Powerful Project with our TLC partnership, teachers seeking accreditation, HA and Lead aspirants collaborating in regular shared PL across the NS5 as well as the Hub School partnership (InSITE) with UTS, a significant proportion of the school community were involved in collaborative projects in 2016.	\$112,000
100% of teaching staff engage in the accreditation process by proactively pursuing and reflecting upon their professional development.	All teaching staff participated in professional learning focused on understanding the Australian Professional Standards for Teachers and the Accreditation process. This learning was conducted both through staff meetings and our term 4 Twilight Staff Development session.	\$0

#### Next Steps

2017 marks the 50th Anniversary of Turramurra High School so a large part of the Learning Community team's focus will be on coordinating the celebration of this event with our P&C and broader school community to ensure we engage as many people in this milestone as possible. As such, the continuing collection of Alumni data is a high priority in early 2017. We will once again run the highly successful Powerful Project with our TLC partner primary schools and staff from the Gibberagong Field Studies Centre. A review of the InSITE program run with UTS has led to changes being

implemented for 2017. A project manager has been employed to work with the school and UTS in 2017 to design and manage the ongoing development of the InSITE project. In 2017 the project will focus on the development of new courses to be delivered at UTS in 2018 and on professional learning courses for supervising teachers and HA and Lead aspirants in line with section 4.5 of the Great Teaching Inspired Learning (GTIL) Blueprint.

More professional learning will be provided to staff within our school as well as collaboratively across the NS5 on the Accreditation process in preparation for all pre 2004 staff beginning their accreditation maintenance from 2018 as well as continuing to support those seeking Accreditation at Proficient and aspirants to the HA and Lead levels of Accreditation through our NS5 Accreditation Network.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Students are provided with educational resources and funding allows them to participate in educational programs, excursions and camps. This funding has allowed these students to engage more fully with their learning and benefit from the full range of opportunities offered at the school.	\$1,752
<b>English language proficiency</b>	This funding allows for the employment of three ESL teachers. In 2016 ESL teachers worked in a collaborative team teaching role in classrooms. This allowed ESL teachers to teach directly and ensure the lesson content was accessible for EAL/D students. ESL teachers modelled EAL/D teaching strategies and supported staff in differentiating their teaching to support students in their classrooms. The ESL teachers produced specific resources and teaching materials to support language acquisition and access to course content in both the junior and senior school. Science, HSIE and Engineering were targeted for support in Stage 6. ESL teachers worked closely with faculties to differentiate teaching materials and programs to support EAL/D students.	\$314,893
<b>Low level adjustment for disability</b>	Funding allows for additional LaST and SLSO staff to support students. The LaST and the SLSOs work in classes to support teachers where appropriate to differentiate the curriculum for students with learning support needs. The LaST coordinates disability provisions and develops Individual Learning Plans as necessary in consultation with key stakeholders. Students are supported in class and through individualised support allowing them to gain full access to the curriculum. Staff are supported with teaching strategies and in the modification of assessment tasks.	\$139,862
<b>Socio-economic background</b>	Student assistance is provided on application from parents to support students in need and provides educational resources and allows them to participate in educational programs, excursions and camps. This funding has allowed these students to engage more fully with their learning and benefit from the full range of opportunities offered at the school.	\$9,158
<b>Support for beginning teachers</b>	Throughout the year, priority was given to the professional development of Beginning Teachers. In total, \$15,554 was committed to beginning teacher training from Great Teaching Inspired Learning funding. Opportunities were provided for them to attend external courses to build subject specific knowledge and teaching skills as well as other aspects of pedagogy. Titles of some of the courses and conferences attended included Using BYOD Effectively In The Classroom, Building Capability for Critical and Creative Thinking, Aboriginal perspectives on pedagogy and The Future of Global Citizenship Education. Sport team coaches	\$15,554

<b>Support for beginning teachers</b>	<p>also attended coaching workshops. There were numerous professional learning activities which were KLA specific, often delivered by the professional associations of particular subject areas. The school has a comprehensive induction program for new staff and the school accreditation team ran a beginning teachers program involving regular meetings on relevant topics. They were supported in the process of compiling evidence for accreditation and release time was provided where necessary. Experienced teachers were paired with beginning teachers in a mentoring role and they were funded with release time to assist the beginning teachers in their development. This time was spent on planning, programming and development of resources by beginning teachers. The NS5 Accreditation Team ran a number of workshops for beginning teachers, providing opportunities to network with beginning teachers from other schools and to share experiences and resources. The quality teaching framework was used when head teachers observed lessons so that feedback was structured and constructive. Beginning teachers were also included in lesson observation triads and they benefited from their participation in this program with more experienced colleagues.</p>	<p>\$15,554</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	690	706	718	710
Girls	541	558	574	556

There was a slight decline in enrolments for 2016 taking the total to 1266.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.6	96.7	95.5	95.8
8	93.8	95.7	94.6	94.4
9	93.5	94.9	93.9	94.4
10	93	95.2	92.8	94.7
11	92.1	94.5	95.1	95.3
12	93.6	95.3	94.5	95
All Years	93.6	95.4	94.4	94.9
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Student attendance continues to remain strong in comparison to state averages and is well-aligned with regional statistics. The school works with students and families to manage school non-attendance and works with external agencies and the Home School Liaison Officer as required.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	1	8
TAFE entry	1	2	6
University Entry	0	0	80
Other	0	1	2
Unknown	0	0	2

Year 12 graduates were informed about career options through one on one interviews with the career adviser, visits to the HSC Career Expo, university open days and university activity sessions. Representatives from universities also visited the school and spoke about courses and pathways. The careers library, located in the Senior Study, was stocked with publications from universities and private colleges as well as information sent out from the Universities Admission Centre.

Information gathered from Year 12 students through exit surveys, telephone calls, morning teas, UAC reports and anecdotal reports indicate that 145 of the students were offered a place at a course within a university. A total of 231 university course offers were made to our students, with some students being offered more than one university course. Medical Science, Nursing, Law, Advanced Science, Commerce, Accounting, Primary and High School Teaching, Finance, International Studies, Media, Health Sciences such as Psychology, Physiotherapy and Occupational Therapy as well as Engineering were among some of the more popular courses that Year 12 graduates accepted at university. The majority of these offers came from Macquarie University, University of Sydney, University of NSW and the University of Technology Sydney. There were a small percentage of students that received offers from regional and smaller universities throughout NSW. A small proportion of students applied and were accepted into interstate universities.

A small percentage of Year 12 graduating students enrolled into a course at a TAFE campus, such as Hornsby, Meadowbank, St Leonards and Ultimo. They were undertaking courses in Enrolled Nursing, Automotive Studies, Carpentry and Office Administration.

A small percentage of our Year 12 graduates went straight into fulltime work as they gained apprenticeships and traineeships. A handful of students undertook a Gap Year activity.

## Year 12 students undertaking vocational or trade training

In 2016, 6% of Year 12 students undertook an eVET course at a local TAFE college. These courses count towards the students HSC. The majority of eVET students attended Hornsby TAFE college, but Meadowbank, Bradfield and St Leonards TAFE colleges were also accessed. The most popular eVET course was Automotive closely followed by Entertainment. Other eVET courses that Year 12 accessed were Human Services (Nursing), Digital Animation and Tourism.

Hospitality is an HSC course and is offered to senior students at Turramurra High School. It is a VET program and is run here at school in commercial standard kitchens. It was very popular and 11% of Year 12 students undertook this course. Students undertook work placements in a range of top restaurants, hotels and cafes. These work placements were organised by NBBEN (Northern Beaches Business Education Network.)

## Year 12 students attaining HSC or equivalent vocational education qualification

There were a total of 184 Year 12 students in the class of 2016 and of this graduating class, just over 98 % attained a Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	62.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	2.8
School Counsellor	1
School Administration & Support Staff	15.17
Other Positions	1.4

\*Full Time Equivalent

Approximately one percent of the school workforce identifies as Aboriginal.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83
Postgraduate degree	17

## Professional learning and teacher accreditation

Staff professional learning was prioritised with a significant allocation of financial and human resources during 2016. Expenditure of \$93,050 covered professional learning for teaching staff and SASS, broadly covering areas including teaching and learning, curriculum development, beginning teachers, leadership development and mandatory training for compliance with DoE priorities. We continued to target professional learning opportunities to meet our school plan priority areas of Engagement, Wellbeing and Learning Communities.

In 2016, Turramurra High School had 11 teachers in the process of gaining accreditation at Proficient and 1 teacher in the process of gaining accreditation at the Lead stages of the Australian Professional Standards for Teachers. There were 49 teachers maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers.

Overseeing and driving the professional learning program of the school was the professional learning team consisting of executive staff members who designed and implemented the professional learning program for school development days, twilight sessions and staff meetings.

All teachers complete a Performance and Development Plan (PDP) in which they identify professional learning goals for the year. Executive staff were then involved in supporting and planning professional learning to achieve these goals. In 2016 we introduced 'triads', groups of three teachers who observe each other's lessons and provide feedback. This was a successful approach providing numerous opportunities for professional discussion and learning.

The Term 1 school development day had a Bring Your Own Device technology focus while in Term 2 the focus was on the strategic directions from our school plan. Our Term 3 school development day was our annual combined NS5 day with our partner schools, Ku-ring-gai, St Ives, Killara and Chatswood. This year the day had a masterclass format with staff choosing classes aligned with their interests. There were many options, predominantly drawing on the expertise of staff from within the NS5 network, and covering areas

key learning area (KLA) specific workshops, innovative technology, wellbeing and literacy. Our relationship with our NS5 partner schools continues to provide opportunities for collaboration and cross-fertilisation of innovative ideas to enrich teaching and learning.

The staff at THS elected to replace the two allocated end of the year school development days with 'Twilight Sessions' four times through the year. These were used for productive and timely professional learning. Our Term 1 twilight session involved the screening of the film 'Most Likely to Succeed' followed by small group discussions about the implications for future focused learning approaches such as project based learning. Parents were also invited to join staff for this session. Other twilight sessions covered topics such as the strategic directions from the school plan, PBEL (Positive Behaviour Engaging Learners), BYOD and teacher accreditation. The feedback for these afternoon/evening sessions was overwhelmingly positive.

In addition to the strategic directions identified in the school plan, Bring Your Own Device (BYOD) developed as an emerging theme relating closely to Student Engagement. To assist in developing momentum for this priority, all staff were asked to include a technology goal in their PDP. The school technology team helped to drive professional learning in this area, both through use of in-house expertise and teacher participation in courses through external providers.

During 2016, the school engaged the services of Ryan Gill from Masada College who assisted with the introduction of Focus Groups. This involved training for the executive staff followed by intensive training for group facilitators. By the second half of the year staff focus groups were meeting regularly to discuss 'Puzzles of Practice' using the Descriptive Consultancy Protocol to guide a pedagogy focused discussion. We plan in future to add other discussion protocols such as the Looking At Student Thinking protocol to our Focus Group repertoire.

A number of staff across a range of faculties were trained in Building Capability for Critical and Creative Thinking, a program designed to enhance teaching and learning and offered through Masada College. Participants then shared their learning with colleagues to maximise the impact of this valuable training. It is planned that other staff will attend these courses in coming years.

Technology teachers received training to enable them to be accredited to teach a range of VET subjects, including subjects proposed for introduction to the school next year. This is not only beneficial for the professional development of the staff involved, but also for the potential for broadening the curriculum for students.

The InSITE project is a joint initiative of Turrumurra High School and University of Technology Sydney (UTS). The project has the goal of re-imagining initial teacher education and the pilot in 2016 involved nine student teachers embedded in the school in a much more integrated way than in the past. Separate funding

was allocated to training for experienced teachers to act as mentors for the student teachers and this training was delivered through accredited courses at school development days and in after school sessions.

Members of the Learning Support team and Welfare team participated in a number of external professional learning activities as well as having planning time funded to develop and implement programs which support students at Turrumurra High School. Many of these were designed to enhance our Student Wellbeing Framework, which aims to provide support structures to ensure that the wellbeing needs of all students are catered for while they are at school. This also included the Nationally Consistent Collection of Data (NCCD) program which aids the provision of learning adjustments for students with additional learning needs.

Our executive team were provided with a number of opportunities for development of their skills in leadership. Senior executive staff attended conferences and network meetings on a regular basis to keep abreast of current developments in education and to maintain productive relationships with colleagues in other schools. Two executive staff attended the Art of Leadership course. Other executive members attended courses which build the capacity of school leaders. Also, leadership opportunities for a number of staff were provided throughout the year as they relieved in higher positions.

Our SASS team attended conferences and specific training opportunities for finance and administrative aspects of their roles. Leadership capacity was built through professional learning opportunities being distributed across a range of the members of SASS.



## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	772 207.18
<b>Revenue</b>	13 217 233.43
(2a) Appropriation	11 637 586.73
(2b) Sale of Goods and Services	317 920.41
(2c) Grants and Contributions	1 249 866.10
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	11 860.19
<b>Expenses</b>	-13 023 274.73
Recurrent Expenses	-13 022 239.73
(3a) Employee Related	-11 177 294.41
(3b) Operating Expenses	-1 844 945.32
Capital Expenses	-1 035.00
(3c) Employee Related	0.00
(3d) Operating Expenses	-1 035.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	193 958.70
<b>Balance Carried Forward</b>	966 165.88

Since LMBR deployment in 2013 Turramurra High School has focused on consolidating our financial management processes and governance structures, focusing initially on excellence in day-to-day financial procedure. Assurance with use of the BPC tool and regular reporting processes were only established during 2016 and still requires some fine-tuning. We reinstated the school's Finance Committee in 2016. Prior to this we were uncertain of how to report accurately and with confidence.

THS is currently involved in a three-year project (2015 – 2017) with UTS and funded by specific GTIL-NERA money. This project involves UTS students in the Masters of Education course, providing more school-based training. Funds are to be expended by the end of 2017.

In 2016 THS had fewer International Student enrolments and did fewer fund raising projects. We did, however, offer funding for the upgrade of learning spaces within classrooms. This will also be offered in

the 2017 budget.

THS is planning on building a COLA (Covered Outdoor Learning Area) in 2017, funded in collaboration with the P&C.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	10 430 066.85
Base Per Capita	88 435.93
Base Location	0.00
Other Base	10 341 630.92
<b>Equity Total</b>	475 146.39
Equity Aboriginal	1 759.19
Equity Socio economic	18 632.61
Equity Language	314 893.05
Equity Disability	139 861.54
<b>Targeted Total</b>	354 758.54
<b>Other Total</b>	103 370.88
<b>Grand Total</b>	11 363 342.66

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

### LITERACY

#### Year 7

NAPLAN Literacy testing is divided into four test strands: **Reading, Writing, Spelling and Grammar and Punctuation.**

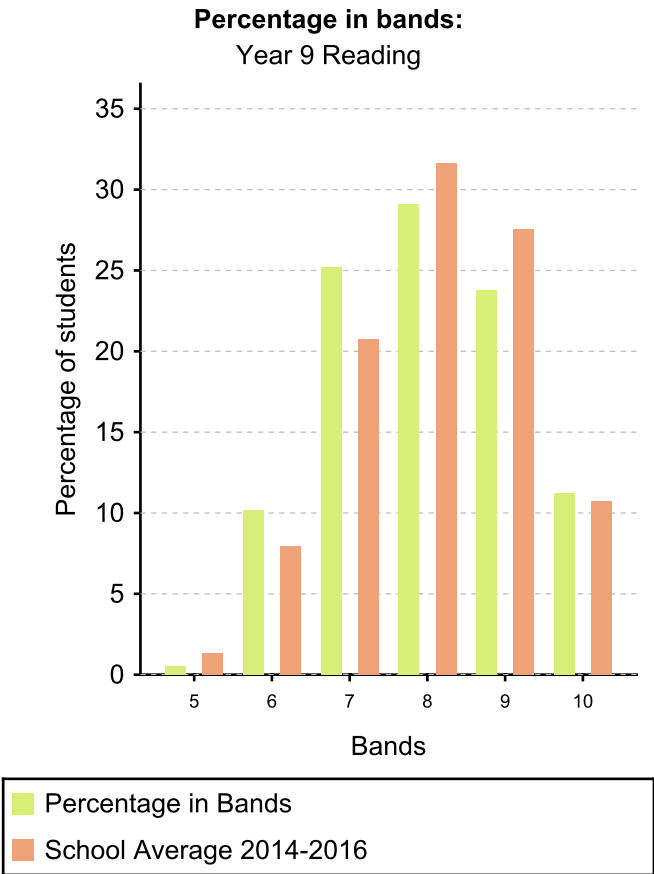
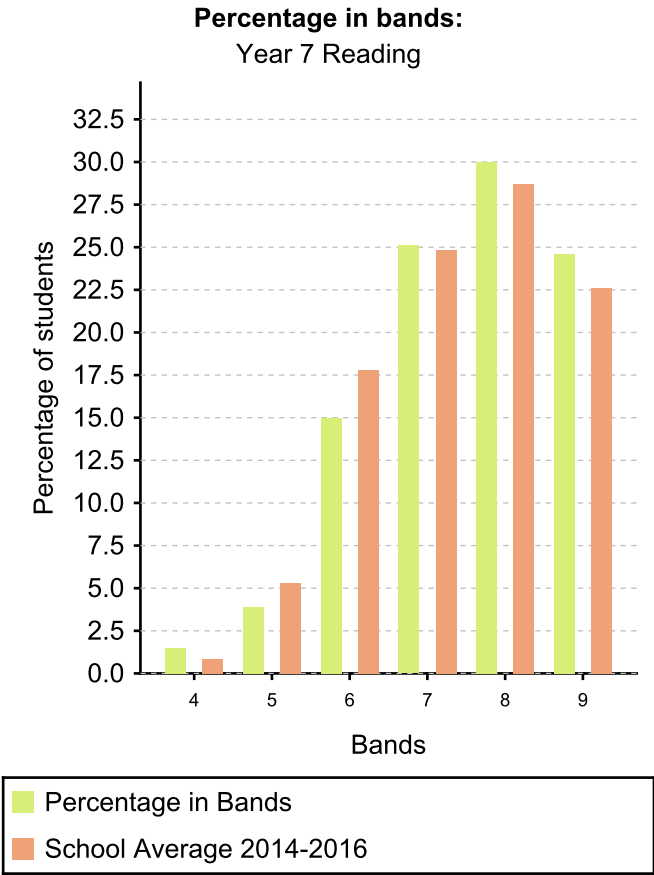
In 2016 the Literacy test results were above the State average for all strands and the majority of students performed well above the national minimum standard.

In the Reading test 98.6% of students were above the national minimum standard. This pattern was repeated in Writing, at 97.1%, Spelling, at 98.6%, and Grammar and Punctuation, at 98.1%. In the Reading strand 54.7% of students were placed in the top two Bands, a result of 24.7% above the State percentage for these Bands. Overall 99.7% of students were placed in the top three achievement Bands in Reading. In the Spelling test strand 78.3% of students were placed in the top three Bands. The top two Bands in Spelling recorded a 21.8% above State result. Overall the Grammar and Punctuation Strand recorded a similar result; 50.7% of students were placed in the top two Bands and 72.4% of students were placed in the top three Bands. The two top Bands achieved 19.1% above the State result in this test area. The Writing strand tested narrative writing in 2016. A total 60.0% of students achieved a result in the top three Bands. This equated to a 39.1% result above State for these Bands. Writing will continue as focus area in literacy development for 2017.

### Year 9

NAPLAN Literacy testing is divided into four test strands: **Reading, Writing, Spelling and Grammar and Punctuation**.

The 2016 Year 9 Literacy results were sound and students performed above the State average in all the test strands. The majority of students achieved well above the national minimum standard for each test strand. The results that follow represent the achievement above the national minimum standard for each test area: Reading 99.5%, Writing 92.7%, Spelling 98.0% and Grammar and Punctuation 93.7%. In the Spelling strand 31.8% of students were placed in the top two Bands and 64.5% of students achieved in the top three Bands. Respectively these results were 6.3% and 9.5% above the State percentages for these Bands. Similarly 36.1% of students were placed in the top two Bands for the Grammar and Punctuation strand, a result 13.9% above State. Overall 53.2% of students achieved a top three Band result in this test area. The Writing test was based on narrative in 2016. The Year 9 students performed well in this area, with 75.1% of students placed in the top three Bands, in comparison to the State result of 35.0%. In 2017 a continued focus on writing and overall literacy skills will be maintained and further developed.



## NUMERACY

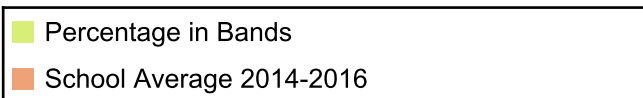
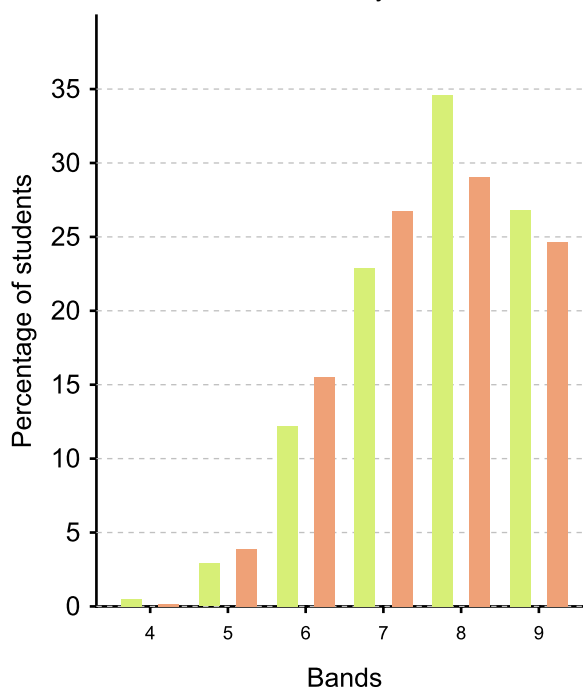
### Year 7

The NAPLAN testing is made up of two test strands. One strand is **Data, Measurement, Space and Geometry** and the second strand is **Number Patterns and Algebra**. The 2016 overall Numeracy results were excellent with 99.5% of students achieving above national minimum standards. In the Data, Measurement, Space and Geometry strand 63.5% of students were placed in the top two Bands, a result 29.7% above the State percentage for this group. Overall 83.5% of the year group were placed in the top three Bands. The Number Patterns and Algebra results were similar to the first test strand; 60% of students placed in the top two bands and 83.4% achieved the top three Bands. In 2016 26.8% of students achieved a Band 9, which was 12.6% above the State result for this Band.

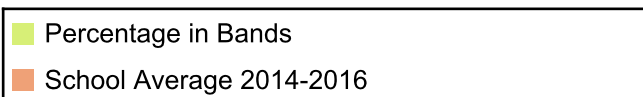
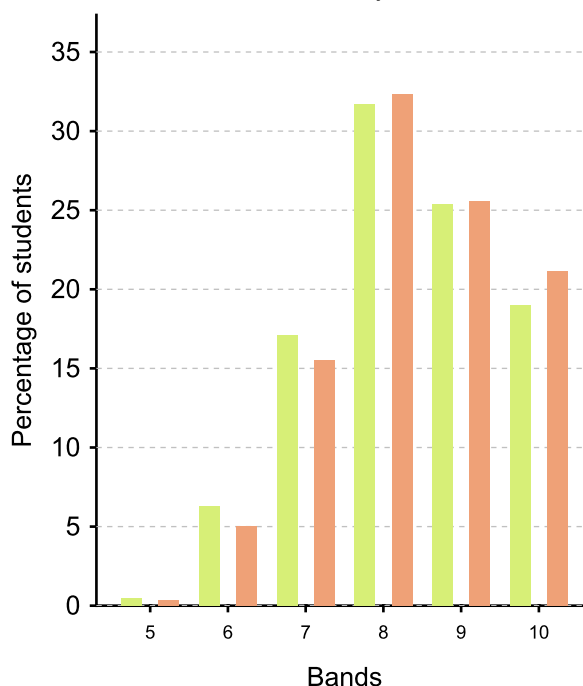
### Year 9

The NAPLAN testing is made up of two test strands. One strand is **Data, Measurement, Space and Geometry** and the second strand is **Number Patterns and Algebra**. The Year 9 students recorded excellent results, with 95.5% of students achieving above the national minimum standard. In the Data, Measurement, Space and Geometry test 23.4% of students achieved a Band 10 and 45.8% of students were placed in the top two Bands. This equated to a 10.5% and 27.0% above state result for the respective Bands. Overall 77.0% of students placed in the top three Bands, which was 23.1% above the State percentage result for these three top Bands. The Number Patterns and Algebra strand results were similar to the first test results, with 20.5% of students placed in Band 10, 42.9% in the top two Bands and an overall 70.2% placed in the top three Bands. The Year 9 results were particularly pleasing as the students achieved 7.9%, 16.7% and 20.3% above the State percentage results in the respective Bands.

Percentage in bands:  
Year 7 Numeracy



Percentage in bands:  
Year 9 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.

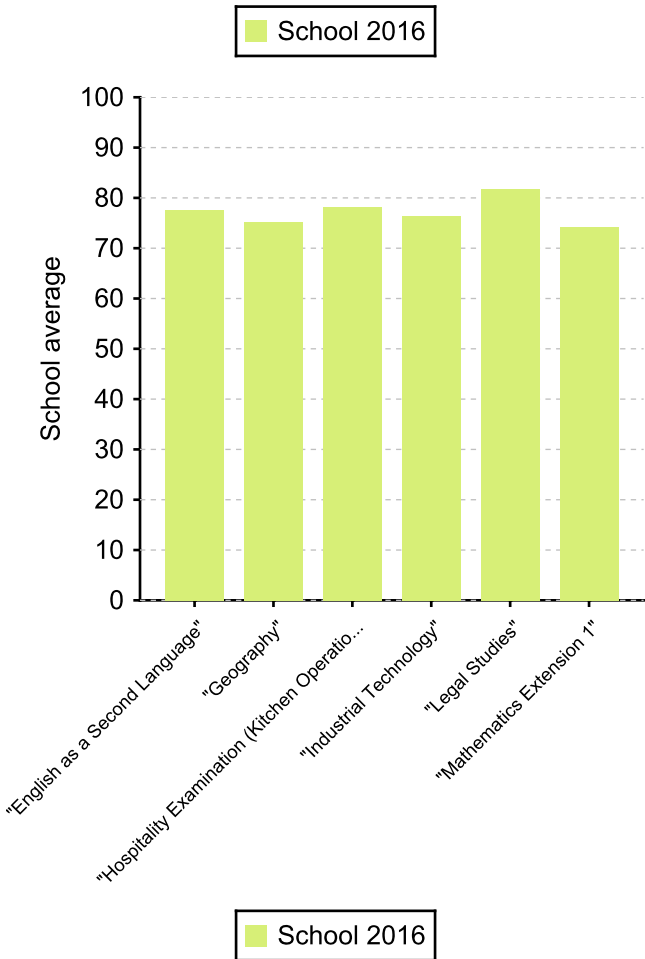
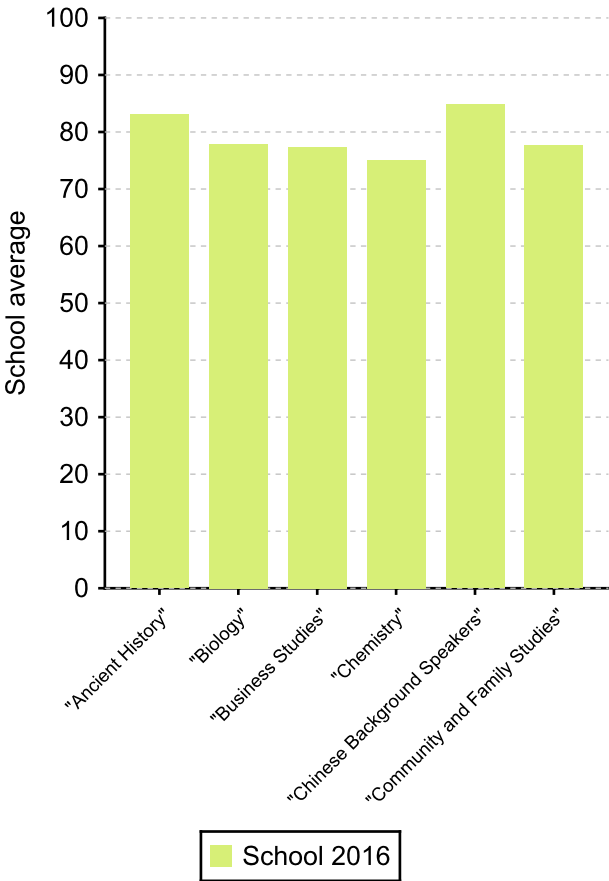
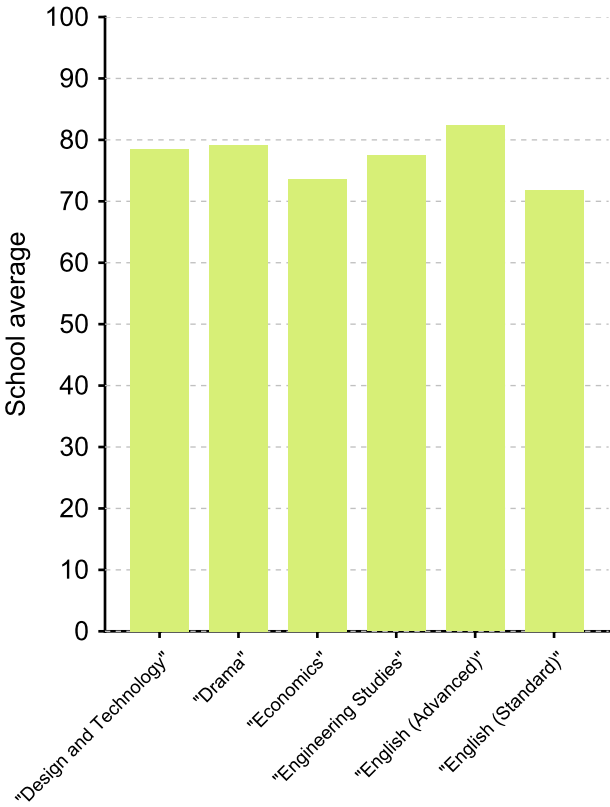
**Additional State reporting requirements for NAPLAN:**

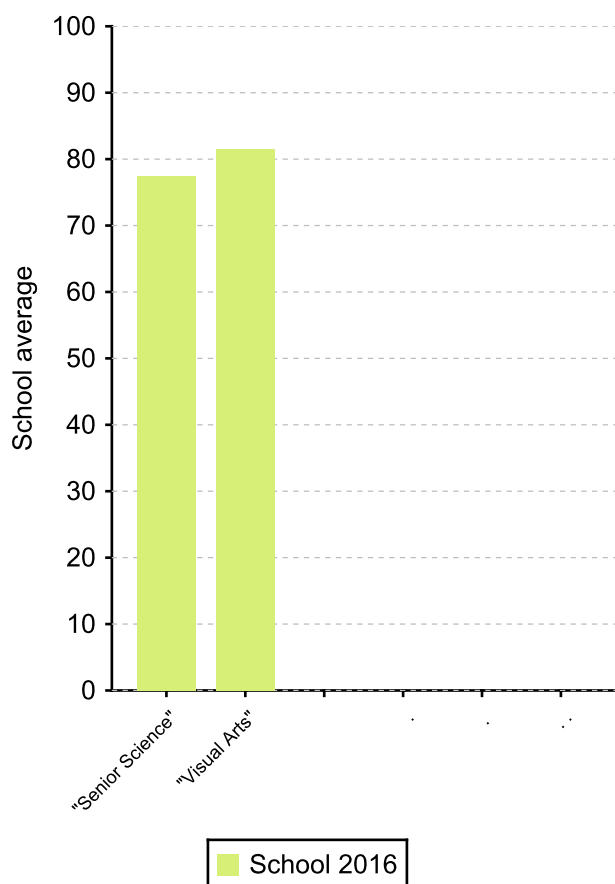
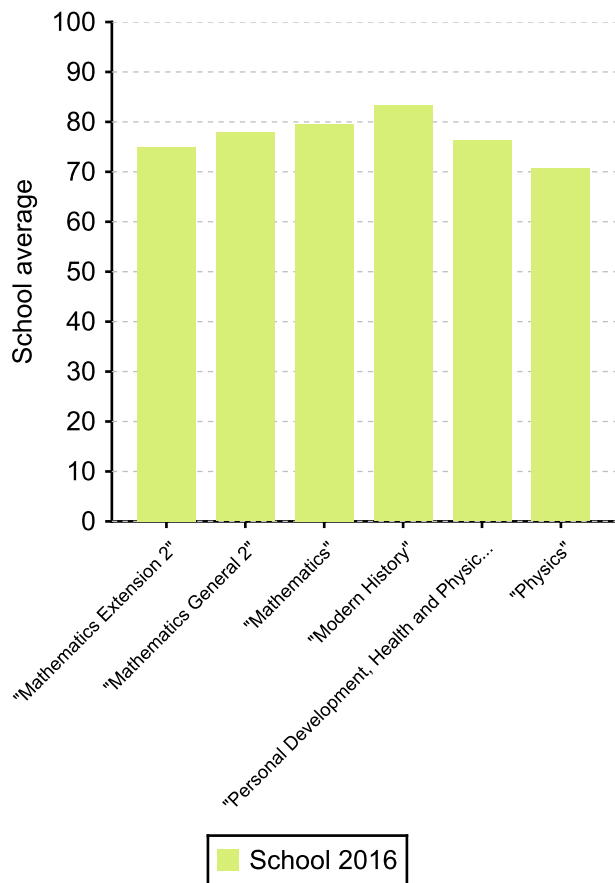
In 2016, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

In the Reading strand 54.7% of Year 7 students were placed in the top two Bands, a result 24.7% above the State percentage for these Bands. In Year 9, 35% of students were placed in the top two Bands which is 10% above the State average. Our Numeracy results were similarly pleasing, with 61.4% of Year 7 students placing in the top two Bands – 30% above State average, while 44.4% of Year 9 students were placed in the top two Bands, a result 17.5% above the State average for these Bands.

**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





The Higher School Certificate (HSC) average percentage marks indicate strong results, with results in 32 courses above state average. Highlights from the 2016 HSC results in terms of mean mark included Mathematics General, English Extension 2, Information Processes and Technology, Modern History, Software Design & Development and Ancient History. The 2016 Year 12 Turramurra cohort had 4 students on the All

Rounders list, 3 students who were placed on the Top Achievers list and 58 Distinguished Achiever results. Overall, 22 students attained an ATAR over 90. Timothy Sharp was selected for the 2016 Encore concert for his Viva Voce Elective in Music 1 and Max Ghent achieved a nomination for Shape 2016 for his Design and Technology project.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

The opinion of staff is sought using various means throughout the year, including staff and faculty meetings, professional learning and school development days as well as through a variety of surveys (TTFM and Google forms). In addition to these processes, our school includes a member of the teaching staff and a member of the SAS staff in our annual Executive planning conference to ensure that staff voice is represented. In our 2016 Tell Them From Me staff survey, teachers indicated that school leaders were effective in helping them to establish challenging and visible learning goals for students. They also felt well supported by school leaders in terms of their wellbeing and in creating a safe school environment. Overwhelmingly, staff feel that Turramurra High School fosters an inclusive school culture.

Student voice continued to increase as a presence in school decision making and direction in 2016. Student leaders meet weekly with the school senior Executive team. Student opinion is also sought through surveys (TTFM and Google forms) and questionnaires. In 2016, students used the forum of weekly student-run assemblies to highlight their input into school life and to showcase student achievements. Students have responded positively to this opportunity and it has resulted in a significant increase in student initiatives and students have recognised the development of a strong school spirit. 2016 Tell Them From Me results indicate that at Turramurra High school, 84% of students experienced positive relationships compared to the NSW Government norm of 78%.

Parent opinions are sought through enrolment surveys, P&C meetings, parent information evenings online surveys (TTFM and Google forms) and correspondence. In 2016, parents expressed a high level of satisfaction with the school leadership, strategic directions and communication to parents. Enrolment surveys indicated that parents are choosing to enrol their child at Turramurra High School because it is their local school (86%), the school has a good reputation (72%), it was the child's choice (33%) and because of positive neighbour/community feedback about the school (22.3%).



## Policy requirements

### Aboriginal education

In 2016, Turrumurra High School continued to develop a deeper understanding of Aboriginal history and culture through our high quality teaching and learning programs. Our culturally inclusive learning environments ensure students from a non-indigenous background develop an awareness of and appreciation for the diversity and richness of Aboriginal culture and the contributions made to our community by indigenous people in the past and present. In August, we once again celebrated NAIDOC week with performances by indigenous actors for our year 7 and 8 students. 2016 saw a continuation of the development and planning for our Aboriginal Walk through our Inside Out area which will feature many plants used in our area by Indigenous Australians. This walk, the plants featured and the information about our local area has been designed in consultation with our local Indigenous Elder. Staff have developed a series of lessons which can be taught at each station along the walk. We have also developed a website to accompany the walk where all the relevant information about each plant and its uses in indigenous culture can be accessed via QR codes. Our signage and the website have been designed by a local Graphic Design student.

### Multicultural and anti-racism education

Diversity in student cultures and nationalities abounds at Turrumurra High School. Over 50 nationalities are represented in our school community and almost half the student population come from families where English is not the first language. Our inclusive teaching practices recognise and value the backgrounds of all students and promote an open and accepting attitude towards different cultures and languages. Multicultural perspectives are embedded in our differentiated and specific teaching and learning programs. School and sporting activities embrace our multicultural diversity resulting in a culture of tolerance and appreciation of difference. Our diversity is celebrated through various activities such as Fiesta day where students experience dance, music, food and cultural performances. A variety of cultural days and festivals including Chinese and Persian New Year are also celebrated. Our effective communication channels ensure parents and community members from assorted cultural and linguistic backgrounds are included and encouraged to participate in our school community and many evolving projects. Our Chinese student liaison officer, led by our International student coordinator, supports the learning and welfare of our international students.