

Turrumurra North Public School

Annual Report



2017



3288

Introduction

The Annual Report for **2017** is provided to the community of **Turrumurra North PS** 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.

Dany Coelho

Principal

School contact details

Turrumurra North Public School
237 Bobbin Head Rd
North Turrumurra, 2074
www.turramurn-p.schools.nsw.edu.au
turramurn-p.School@det.nsw.edu.au
9144 4107

Message from the Principal

It is a great pleasure for me to present the Annual School Report of Turrumurra PS School for 2017.

Although I commenced my Principalship of the school in Term 3, I am delighted to have the opportunity to report on the fine qualities of our students and on the many activities and achievements of the students and of the Turrumurra North community for 2017.

School results indicate that we have been able to offer an outstanding academic program which enables individual students to learn in different ways and at different rates. The concept of a balanced, differentiated, engaging curriculum for all our students is evident in our academic, student welfare and engagement, sporting, performing arts and cultural programs.

Supported by professional and extraordinarily dedicated staff, students are encouraged to think deeply, while maintaining an open–minded approach to life that will instill in them the aptitudes and attitudes to contribute to their world with wisdom, imagination and integrity.

I would also like to acknowledge the ongoing, generous contributions of our parents and caregivers. The sharing of expertise, the generous donation of time and financial support given by our community has assisted our school for the benefit of all students.

I would like to acknowledge the true heart of the School — our students.

I remain ever mindful of our duty as custodians of the School to ensure current, and future, generations of students may experience the diverse range of academic and co–curricular opportunities, lifelong friendships and inimitable school spirit that Turrumurra North Public School offers.

The students' achievements, big and small, continue to make us proud and inspire in us a shared sense of spirit and devotion, best summed up by the School motto – loyalty

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Each day Turramurra North Public School provides opportunities and experiences designed to inspire our children today for a successful tomorrow.

At TNPS our staff and parents work together within an inclusive community to enable balanced, happy, confident, actively engaged learners who grow and flourish in a supportive, engaging, yet challenging and stimulating learning environment.

It is our task to create authentic, real life learning experiences that are designed to empower literate, numerate, creative and confident citizens. Citizens who care for and successfully work with each other as they develop the resilience and critical thinking they will need to adapt and respond effectively to the changes of tomorrow.

School context

Turramurra North Public School (enrol. 321) is a welcoming community school set in spacious, well maintained grounds in the village of North Turramurra. The school celebrated its Centenary in 2014 and continues to evolve as we look to 2020 and beyond.

Turramurra North PS has implemented the highly successful You Can Do It! program to build social and emotional learning and resilience within all learners K–6.

Our school also has a highly regarded reputation for our creative arts programs with an outstanding band program, specialist music programs, choir and a highly awarded and long running visual arts program K–6. Students also enjoy opportunities in debating, public speaking and drama.

Our dedicated and caring teachers are actively engaged in ongoing personal professional learning; building their own capacity to inspire, guide and enable all our students to flourish each day. Successful literacy and numeracy programs are a feature of the school with our school showing consistent high performance in a range of measures.

More recently Turramurra North PS has established itself as a leader in the provision of future focused learning with contemporary pedagogy, innovative learning environments, 1:1 devices 3–6 and 1:2 K–2.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

The results of this process indicated that in the School Excellence Framework domain of Learning:

- Learning Culture – Turramurra North Public School demonstrates an excelling culture as there is demonstrated commitment within the school to strengthen and deliver on Strategic Directions 1, 2 and 3 in The School Plan which focusses on student learning through staff capacity building and developing an engaged community supportive of student–centered learning.
- Wellbeing – The School is at the sustaining and growing stage as quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive in areas that are relevant to their stages of learning and development.
- Curriculum and Learning – Turramurra North Public School is at the excelling stage as there are significant

opportunities for students to participate in extra-curricular activities, professional learning partnerships and the student Tell Them From Me survey which demonstrates students are interested and motivated. Staff have developed a growth mindset to maintain an excelling level of attainment.

- Assessment and Reporting – Turramurra North Public School is at the sustaining and growing stage as the school has explicit processes in place to collect, analyse and report internal and external student and school performance data.

Student Performance Measures – The school demonstrates higher than expected growth on internal achievement measures to achieve sustaining and growing.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

- Effective Classroom practice – TTFM Survey, Assessment Practices and Innovative Practices, the school is sustaining and growing, as teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their learning. Through student goal setting and student led conferences, students and teachers regularly review learning, ensuring all students have a clear understanding of how to improve their learning.
- Data Skills and Use – The school leadership team engages the school community in reflecting on student performance data placing us at sustaining and growing.
- Collaborative Practice – Turramurra North Public School is at excelling as teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Learning and Development – The school has a sustaining and growing culture as there is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas, particularly writing.
- Professional Standards – Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals at sustaining and growing.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

- Leadership – Turramurra North Public School is sustaining and growing in this element.
- School Planning, Implementation and Reporting – Turramurra North Public School is at the sustaining and growing stage.
- School Resources – As evidenced in Writing, Future Focused Learning, Wellbeing, Connections, Staff Capacity and Culture, Turramurra North is sustaining and growing.
- Management Practices and Processes – The school provides streamlined processes to deliver services and information to the school community regarding processes and practices placing Turramurra North Public School at sustaining and growing.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Literate, numerate, reflective creative, collaborative and confident learners

Purpose

Our children are learning for a changing world and a challenging, more populated, competitive and uncertain tomorrow.

To succeed they will need to be confident, active and agile learners who can effectively solve problems through innovation and team work and by persisting, reflecting and refining and explicitly communicating their point of view and solution.

Overall summary of progress

2017 saw the continuation of the of the Seven Steps Writing for Success program across the school K–6. This enabled all staff to be trained internally by the Assistant Principals to implement the Seven Steps program into classrooms. Staff and students indicated that they felt the program was supportive and chunked the learning required for writing. The Writing wall was implemented to showcase student writing across the Seven Steps for community perusal and feedback.

Students demonstrate the YCDI skills and the Keys to Success on a daily basis and are recognised by staff for these positive habits of the mind. Statistical data demonstrates continued incremental acceleration through the levels for the Passport to Success, thereby demonstrating their knowledge and attainment of the Did It's. Intrinsic motivation continues to be a focus as students demonstrate their skills through learning situations and social interaction.

Students developed a range of creative and collaborative skills as they worked towards the Exhibition Of Learning. They were able to articulate their learning to parents and other visitors to the school to explain and elaborate on their learning. They creatively modelled their learning in displays and iPad apps for their audience.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improved Academic Attainment</p> <ul style="list-style-type: none">• annual 5% (3 students) increase in matched student growth in all aspects of NAPLAN• annual 5% (3 students) increase in Y3 and Y5 students achieving proficiency bands in all aspects of NAPLAN –Bands 5+6 in Y3 and 7+8 in Y5• 3% (2 students) increase of students in each year group K–6 achieving 'high' or 'outstanding' for English and Mathematics each semester• internal assessments demonstrate increased creativity, problem solving and critical thinking• students successfully articulate and lead discussions about their learning, growth and areas for improvement <p>Improved Social and Emotional Learning (SEL)</p> <ul style="list-style-type: none">• 3% increase (2 students) in all students K–6 achieving 'blue ribbon' each semester• reduction in classroom		<ul style="list-style-type: none">• Years K–2 setting goals for their English/Maths learning for each term.• 3–6 Student led conferences Sem 1 and Sem 2.• Students again continue to achieve Blue Ribbons each Semester.• All staff continue to teach the You Can Do It programs.• Internal assessments reflect increased creative problem solving and critical thinking. See EOL• 0.7% increase in attendance in 2017

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
/playground major behaviours for all students K–6 each semester • increase of attendance annually for all students K–6		<ul style="list-style-type: none">• Years K–2 setting goals for their English/Maths learning for each term.• 3–6 Student led conferences Sem 1 and Sem 2.• Students again continue to achieve Blue Ribbons each Semester.• All staff continue to teach the You Can Do It programs.• Internal assessments reflect increased creative problem solving and critical thinking. See EOL• 0.7% increase in attendance in 2017

Next Steps

A new school plan will commence in 2018.

Student led conferences will continue in 2018 for students in years 3–6. and begin for students K–2

Phonics program to be introduced.

Minilit program to be implemented K–3

TENS inservicing for staff K–2

Torch Assessment 3–6

Strategic Direction 2

Inspired teachers transforming learning

Purpose

Teachers at TNPS are flourishing professionally and take ownership of their learning and growth. They reflect and build on improved classroom practice and embed changes for improvement in their design of student learning. They work collaboratively to establish stimulating and challenging learning environments and carefully design and tailor learning opportunities to meet the needs and aspirations of all learners through differentiation.

Overall summary of progress

In 2017 100% of staff attended PL on the Seven Steps to Writing Success led by its founder Jen McVeity. The PL delivered was tailored to the specific needs of TNPS Staff who had already spent 2016 embedding the steps into their writing with support of the leadership team. The Seven Steps program has enabled all students and staff at TNPS to share a common language about writing. Staff and students gained confidence in developing strategies that encouraged creativity and collaboration when writing. Throughout the year staff deepened their knowledge and explored and reflected on student learning as they delivered the program.

Following this session our Seven Steps school coaches provided PL focused on informative texts and which steps supported this style of writing. As well as the development of Exhibition of Learning (EOL) writing assessment rubrics. All staff K–6 focusing on Exhibition of Learning with students to develop their informative writing that enabled teachers to analyse informative writing.

Stage teams collaborated on developing their understanding of the NAPLAN writing criteria, literacy clusters and syllabus outcomes to assess and provide feedback on student writing samples, leading to consistent teacher judgement. This enabled staff to become rigorous in reporting in the area of writing.

Our PDP's reflected the writing focus with staff nominating an aspect of writing for future personalised learning as part of their goals. These were linked to Australian Teaching Standards. Additionally, students were also encouraged to indicate specific writing goals in order for them to lead their own learning. Each classroom teacher set writing goals in order to assist this.

Opportunities for teachers to further develop their learning were provided to all staff. 100% of staff in K–2 have been trained in L3 over the last 3 years. The program is supporting the development of Literacy in the Early Years. Staff have been provided with PL on STEM in order to prepare for the EOL which was held in Term 3 and focused in the area of Science. Two teachers attended the Leading A Digital School Conference to further support the implementation of effective ICT strategies in the school. 100% of our staff attended a Ku-ring-gai Learning Alliance event hosted by Dr Michael Carr-Gregg and focussing on student wellbeing. Staff were given tools to support and improve student welfare and the Smiling Mind program has been implemented in 40% of our classrooms.

One of our beginning teachers was acknowledged with an Early Career Teacher Award through ACEL in recognition of their contribution to the development of future focused learning in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff have professional learning plan showing increased attainment in relation to the NSW Teaching Standards• increase in staff delivering professional learning workshops and learning opportunities for TNPS staff and staff from other schools• increase in staff satisfaction in annual surveys		<ul style="list-style-type: none">• 100% of staff incorporated writing in their professional learning plan.• Improved understanding and confidence in implementing of the Seven Steps• All classes develop learning goals with a focus on writing• Increased awareness of the impact of student wellbeing in learning

Progress towards achieving improvement measures

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<ul style="list-style-type: none">• 100% of staff have professional learning plan showing increased attainment in relation to the NSW Teaching Standards• increase in staff delivering professional learning workshops and learning opportunities for TNPS staff and staff from other schools• increase in staff satisfaction in annual surveys		

Next Steps

Incorporating the 6D's into Inquiry Based Learning

Development of deep pedagogical understanding that surrounds flexible learning spaces K-6

Introduction of Minilit for K-3 students and Super 6 Comprehension strategies 1-6

Strategic Direction 3

A vibrant, progressive and inclusive learning community

Purpose

Our community is united, passionate, engaged and supportive of our school directions and initiatives to lead and deliver a platform for student, staff and school growth. Shared community belief for improved practice and innovation will enable all learners to strive to reach their potential.

Overall summary of progress

The delivery of our school initiatives and directions can be evidenced through the participation of the community in Strategic Direction 3. The P&C supported the initiatives undertaken by the school and in reciprocal fashion, the P&C utilised the marquee from the EOL for their community fundraising events.

New furniture was purchased for classes K–4, which allowed for more flexible 21st Century learning spaces. Classes at TNPS collaboratively plan, deliver and learn across each grade to enable more flexible and student centred learning which underpins 21st Century learning principles. Two new interactive smart televisions were purchased to upgrade old technology in the classrooms. This will continue to be updated next year.

The Science focussed Exhibition Of Learning was widely supported by parents and the broader community. This opportunity to showcase student learning through the study of Earth and Space and Trees in our environment offered parents direct collaborative opportunities within the curriculum and at the final event. Parents K–2 were included as learning partners as students in groups created their working technologically item for the EOL.

The school purchased SENTRAL to commence in 2018. This will assist the staff with tracking ensuring more efficiency with a central data base.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increasing % of parent and student engagement and or leadership in:</p> <ul style="list-style-type: none">• Classrooms• P&C / fundraising• Whole school events• Transformational school projects <p>• Increased % of parents and or students utilising transformative electronic communication affording the school the opportunity to continuously seek feedback;</p> <p>• More opportunities provided for parents to engage in classrooms and to learn more about how learning in the school is designed, delivered and assessed.</p>		<ul style="list-style-type: none">• Parents assisted in all K–2 classrooms as part of the design and make for the EOL. This involved parents supporting students in curriculum based learning for a half day session.• Whole hearted support in regards to attending the EOL by our parents and community members.• Grandparents Day and Easter Hat parades are always well attended and continue to be.• New furniture was purchased for classes K–4 for 2018 classrooms.• Some families chose to participate in the Tell Them From Me survey in 2017.• Apps used by parents included Care Monkey, School Stream and Adobe Spark was now used for the Turragraph / Newsletter communication to Parents.• Information sessions to support transition to the Hub were developed to engage parents in the Hub teaching and learning space• Parent information sessions

Next Steps

Classes to be updated with new flexible learning furnishings and the pedagogy to support it.

More information sessions for parents connected to student learning.

More opportunities for parents to be involved within our community e.g parent information sessions to be planned at least

twice per year.

Welcome BBQ at the beginning of the year for new families

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$0	The equity loading for Aboriginal students is a funding allocation to support NSW public schools to meet the learning needs of Aboriginal students. We did not have any Aboriginal students at TNPS in 2017
English language proficiency	\$30 822	<p>The loading for EAL/D is calculated using each school's reported level of English language proficiency need, identified by the English as an Additional Language or Dialect (EAL/D) Learning Progression instrument. The loading for English language proficiency is a resource allocation for students learning English as an additional language (EAL) or dialect who are migrants, refugees or humanitarian entrants or the children of migrants, refugees or humanitarian entrants. This year we designed and implemented explicit and targeted writing experiences for each cohort of EAL/D students to increase the percentage of students achieving at proficient level in NAPLAN writing.</p> <p>Additional teachers Learning and support catered for individual learning need and improve literacy outcomes for all students at all levels of ability</p>
Low level adjustment for disability	\$5,8116	The equity loading for Low Level Adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs. This equity loading was introduced in 2015 and is consistent with existing practice under Every School, Every Student initiative. At TNPS we used the funding to employ an SLSO to support the students in the classroom.
Quality Teaching, Successful Students (QTSS)	\$49,161	<p>The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in all primary classrooms.</p> <p>At TNPS, the allocation was used to create collaborative practices in the school to allow teachers to: jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks, work together to assess and analyse student data, establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management, provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.</p> <p>Mrs Mitchell was employed to run an enrichment program for students in the upper years. Mrs Piggot was employed as extra</p>
Socio-economic background	\$1414	The equity loading for socio-economic background is a funding allocation to support

Socio-economic background	\$1414	NSW public schools to meet the additional learning needs of students from low socio-economic backgrounds. At TNPS we used to assist families that required subsidising with fees and for the SLSO.
Support for beginning teachers	\$14,851	<p>Great Teaching, Inspired Learning reforms have a key focus on beginning teachers receiving high quality induction to support their entry to the profession and to enhance their teaching skills. The Department has introduced a new model of enabling support that provides increased release time for all permanent beginning teachers as well as release time for experienced teachers to mentor beginning teachers. This resource, Strong start, Great teachers sits alongside the new model of support. Together these two components are designed to ensure schools have access to a framework of support to guide the development of their school-based induction programs. The Beginning Teacher Support Funding is equivalent to:</p> <ul style="list-style-type: none"> • two hours per week release time for the permanent beginning teacher in their first year. <p>One hour per week release time for an experienced teacher to provide mentoring support in their first year. • one hour per week release time in the permanent beginning teacher's second year. At Turramurra North PS, the funding was used to support the teacher in a variety of ways including:</p> <ul style="list-style-type: none"> • observing other teachers' lessons • engaging in professional discussion and personal reflection • assessing and evaluating student work • preparing lessons and resources <ul style="list-style-type: none"> • undertaking individualised programs of professional learning • compiling evidence to achieve and maintain mandatory accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	173	166	167	146
Girls	134	140	154	141

Turra murra North Ps Had a total of 287 students in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.4	95.8	95.4	96.9
1	94.9	95.5	93.6	96.1
2	96.4	94.8	96.8	95.9
3	97.5	96.6	95.8	96
4	97	95.7	94.7	95.6
5	98	95.3	95.3	95.9
6	97.8	96.2	95.6	97
All Years	96.9	95.7	95.4	96.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance rates in 2017 are shown to be slightly higher than in previous years. NSW Department of Education attendance procedures now require schools to include students taking extended travel as 'absent' rather than 'exempt'. Non-attendance requires caregivers to provide a written explanation. Absences for illness and injury are recorded as 'sick' while absence for reasons such as domestic necessities and attendance at special events are recorded as 'leave'. When concerns about student attendance are held, the Classroom teacher / Assistant

Principal will make contact with the caregiver and discuss strategies the school can employ to improve the student's attendance. Continued non-attendance will result in a referral to the Department of Education's Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.25
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. There are no staff of aboriginal background currently working at Turramurra North Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students.

In 2016 a structured appraisal system was designed and implemented to address the NSW Professional

Teaching Standards, with this first stage being completed for all teaching staff. All teaching staff in 2017 completed the appraisal including structured, standards-referenced self-reflection, peer observation and feedback, professional goal-setting and supervisory discussion and critical feedback for ongoing improvement. Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students. Staff development is a strategic element of the School as it supports and enhances the effectiveness of our core student learning programs: academic, student wellbeing and co-curricular. At Turramurra North Public School, every teacher is regarded as a leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing. Turramurra North Public School has a responsibility to support the individual learning needs of all new staff. In particular, new teachers undertook individual, structured, long-term, school-based programs of induction. Separate guidelines for schools to support the induction of new scheme teachers were also implemented to assist those teachers to meet and maintain professional accreditation standards. Staff also attended conferences and courses provided by external providers and also participated in professional networks. The teaching staff also completed the following mandatory compliance training programs.

- Protecting and Supporting Children and Young People,
- First Aid training,
- Cardiopulmonary resuscitation and Anaphylaxis training,
- Emergency Planning and Response Program and
- Occupational Health and Safety Training.

The school received \$16 000 in Teacher Professional learning in 2017.

These funds were used in the following way:

A continuation of training for some staff in L3

Release for Teachers to attend courses, such as: Technology conference, beginning teacher workshops, choral training, Second Coming of the Machine Age session.

Release for teachers to collaborate in the refinement of stage and whole school planning.

A consultant worked with staff on the development of the school plan 2018–2020.

Providing training and development on Staff Development Days. This includes mandatory training such as first aid and CPR.

Time for professional learning and feedback for those teachers seeking accreditation at proficiency.

The introduction of Learning Management and Business Reform (LMBR) in 2016 required the continuation of upskilling of administration and executive staff with new procedures related to

operating system and strategic financial management software. In addition to the staff development days conducted at the beginning of Terms 1, 2 and 3 and the last two days of Term 4, staff accessed a range of professional learning opportunities consistent with the school plan for improvement.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	176,752
Revenue	2,581,082
Appropriation	2,206,406
Sale of Goods and Services	3,526
Grants and Contributions	368,317
Gain and Loss	0
Other Revenue	0
Investment Income	2,833
Expenses	-2,488,578
Recurrent Expenses	-2,488,578
Employee Related	-2,047,715
Operating Expenses	-440,863
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	92,504
Balance Carried Forward	269,257

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

A full copy of the school's 2017 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school. Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and foreground, building and equipment maintenance.

The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students. The voluntary school

contribution for families was \$55 per child.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,052,044
Base Per Capita	49,057
Base Location	0
Other Base	2,002,986
Equity Total	90,352
Equity Aboriginal	0
Equity Socio economic	1,414
Equity Language	30,822
Equity Disability	58,116
Targeted Total	0
Other Total	27,102
Grand Total	2,169,497

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.

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.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The following is a summary of a very pleasing overall set of results achieved by our students in the

2017 National Assessment Program. These are an important indicator of student academic achievement at key stages in a student's school career. Years 3, 5 & 7 students at TNPS Public School performed above their state cohorts in a range of areas such as Reading, Writing, Spelling and Grammar and Punctuation. Such data provides a wealth of information which allows the School to continually improve the quality of its academic programs by celebrating and maintaining areas of strength and identifying areas requiring additional resources and/or new approaches.

A thorough process of analysis is also undertaken each year with a view to more appropriately cater for individual student needs, as well as informing the learning and teaching and strategic planning processes. These are an expression of the school's ongoing commitment to continuous improvement. The school has always utilised the tests for their intended purpose: to provide a 'snapshot' of student performance in Literacy and Numeracy measures on a given day of the year, and through analysis, to provide the school with information to consider alongside other forms of assessment, to help us improve our programs and respond to individual needs.

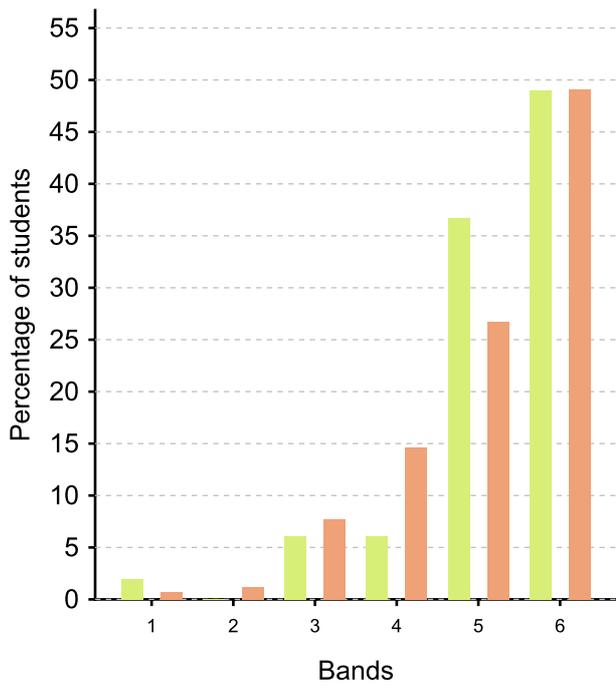
NAPLAN results were analysed through the use of SMART data and in particular the statistical data obtained through the means and standard deviation reports.

Initial observations were collated with the purpose of promoting further detailed investigation into the students' results by both executive and teaching staff.

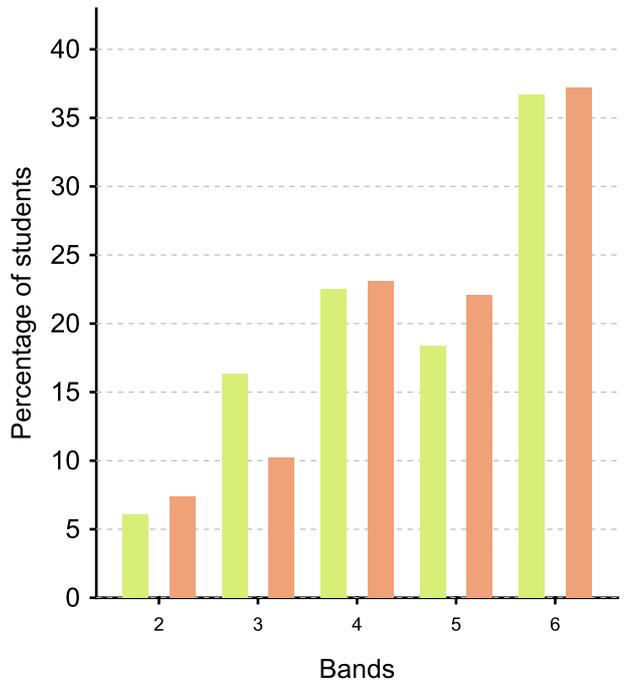
The improvement of student learning outcomes in literacy and numeracy remains a strong focus for the school and the identification, support and monitoring of the literacy needs of students is the responsibility of all staff. The school Plan in 2018–2020 reflects this.

Turramurra North Public School has performance in 2017 generally better than State and similar to the statistically similar students but marginally lower than in 2016. As such it is generally achieving well but the analysis provides clues for improvement.

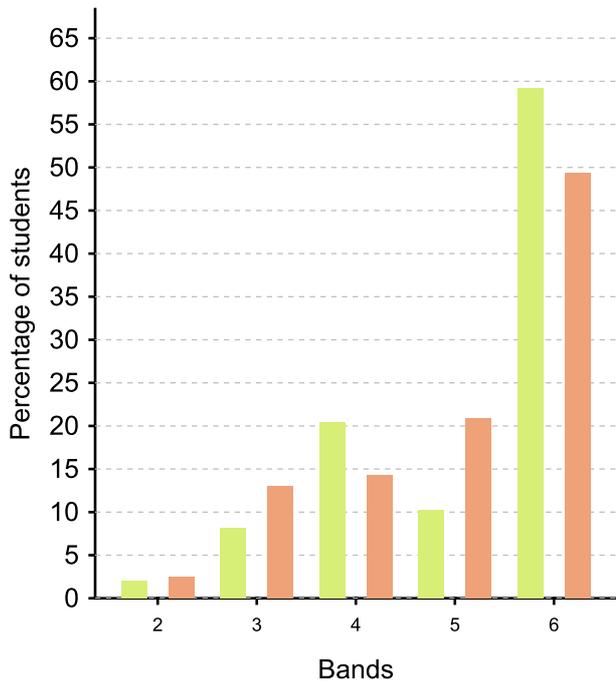
Percentage in bands:
Year 3 Grammar & Punctuation



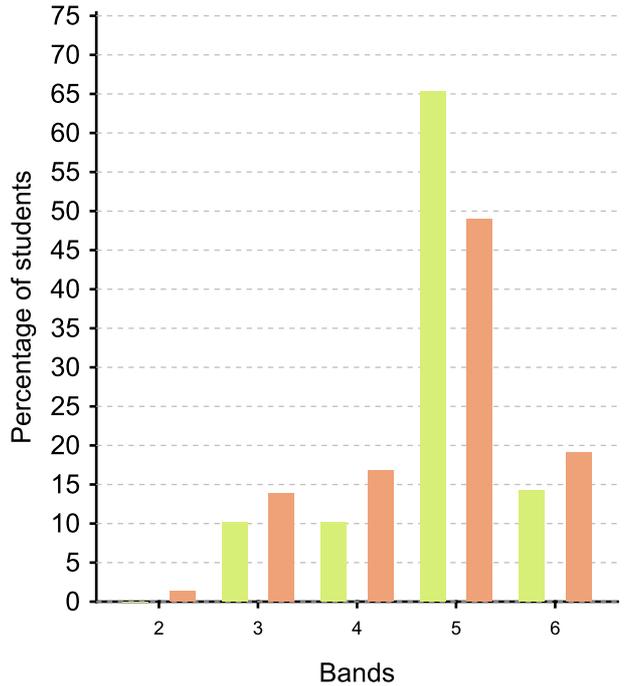
Percentage in bands:
Year 3 Spelling



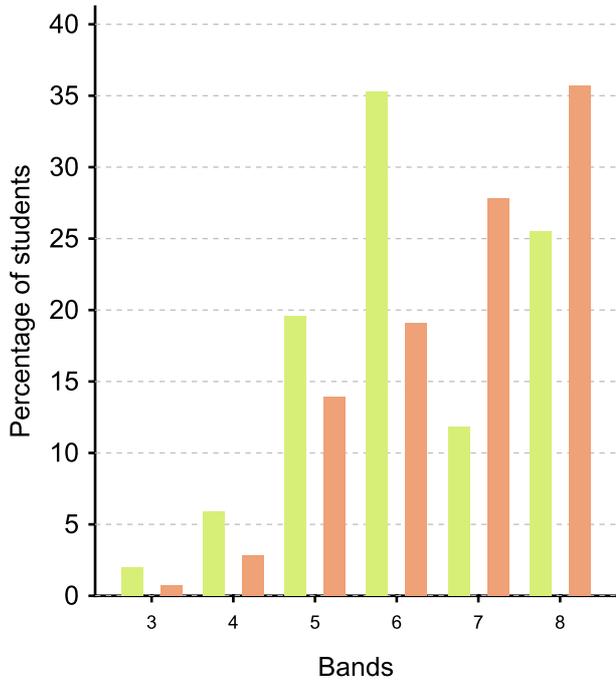
Percentage in bands:
Year 3 Reading



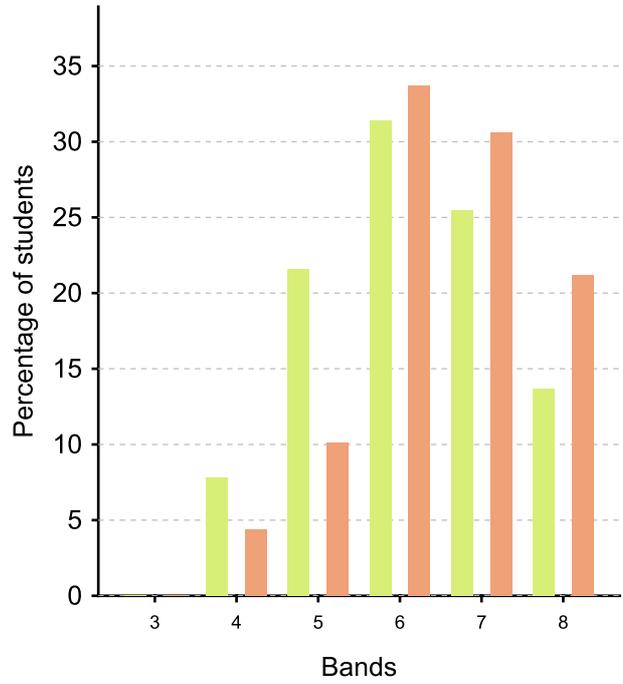
Percentage in bands:
Year 3 Writing



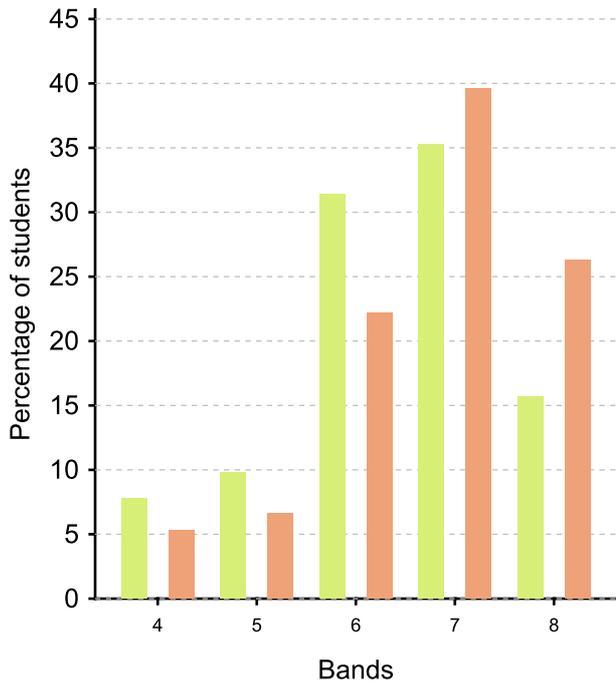
Percentage in bands:
Year 5 Grammar & Punctuation



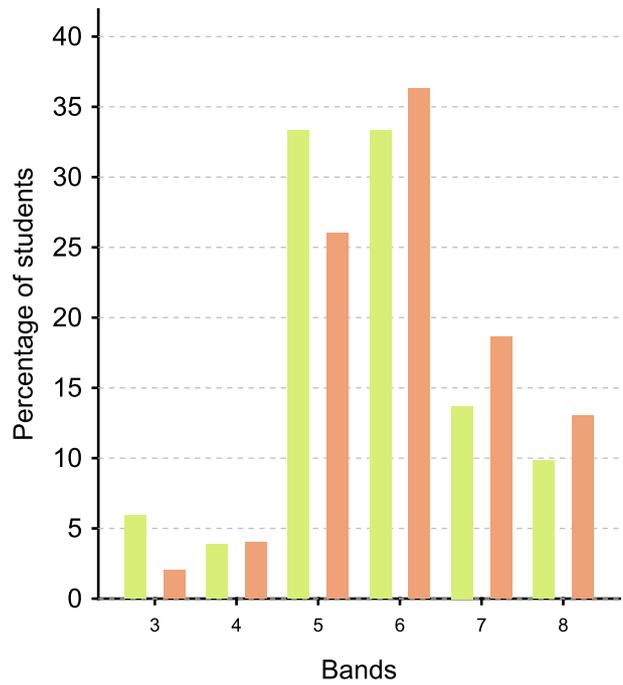
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Policy requirements

Aboriginal education

In 2017, the school continued to implement the Aboriginal Education policy which promotes the educational achievements of all indigenous students and aims to enhance the knowledge and understanding of all students about Aboriginal Australia. At Turramurra North Public School the school programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia. Aboriginal perspectives are included in all Key Learning Areas programming across the school. All Australian resources purchased for Human Society and Its Environment are checked for appropriate content. Aboriginal Perspectives will be continually assessed and inserted into integrated curriculum units. All school assemblies and official meetings commence with the Acknowledgement of Country. Our school flies both the Aboriginal flag and the Australian flag.

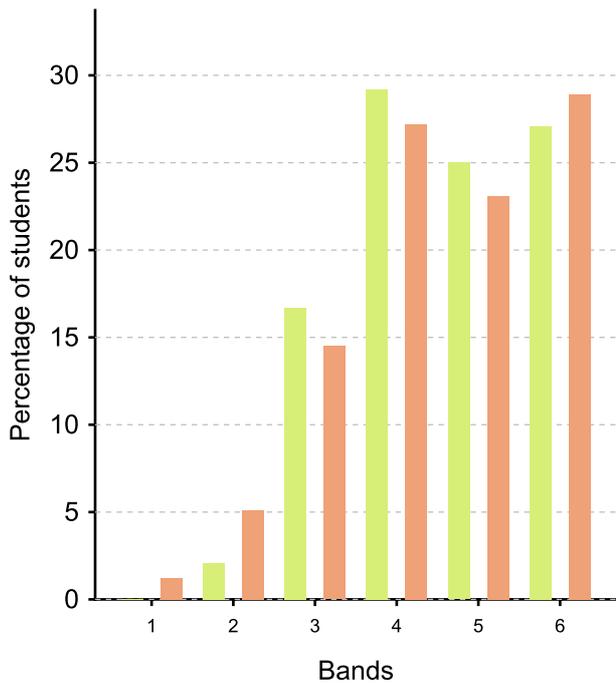
An Aboriginal performance group, facilitated a wide range of interactive activities for the whole school. It was a fun and engaging day that served as an important element in bringing an indigenous perspective to our curriculum for the entire school.

Multicultural and anti-racism education

Turramurra North Public School continues to be committed to enhancing learning for its culturally diverse population. The cultural programs and practices at our school are responsive and inclusive.

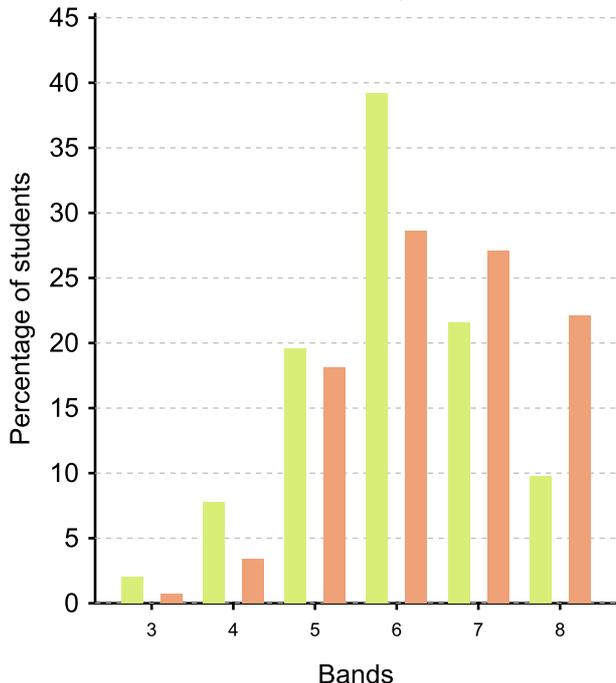
Respect, tolerance and empathy are all key elements of social skills programs taught explicitly to all grades and awareness of and interest in other cultures is stimulated through the school's Human Society key learning area. The school actively embraces its multicultural community through initiatives such as Harmony Day, recognition of diverse cultures in celebrations such as Mothers' and Fathers' Day. Like all Department of Education schools, Turramurra North Public School has a trained Anti Racism Contact Officer who can apply appropriate strategies that enhance relationships between people unfamiliar with a range of nationalities.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>