

# Turrumurra Public School

## Annual Report



2017



3855

## Introduction

The Annual Report for **2017** is provided to the community of **Turramurra Public School** as an account of the school's operations and achievements throughout the year.

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

Margaret Foott

Principal

## School contact details

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## Message from the Principal

Our school continues to flourish and provides a very varied curriculum to our students. The opportunities provided to our students continue to challenge and extend knowledge in all areas of school life. Our Positive Behaviour for Learning has seen great progress in resilience and students' ability to grow and develop. Our dance and choral programs offer many opportunities for our creative students to perform to a wider audience; in particular our Schools Spectacular group. Our school band has excelled in many areas and continues its fine reputation in the community. Operation Art once again was a very successful program for our year 4–6 students with one of our students art work being selected to hang in Westmead Hospital. Our sporting groups continue to challenge themselves in the teams they have been selected to represent our school. Our teachers work diligently to remain well informed of the many developments in curriculum and management. We remain very focused on promoting school excellence and quality teaching. Our well stocked library is a joy to visit and our students love to immerse themselves in the many journeys they experience there. Opportunities to visit the science shed before school, to attend robotics before school, to Write a Book in a Day and to join the debating team are all additional opportunities that are provided by teachers who are very open to giving over and above expectations. Turramurra Public School is a great place to be and learn every day. We continued our support for learning with our targeted intervention for students who need just a little support to gain additional confidence in some areas of their learning. Our parents have been especially supportive of our parent run reading program and literacy support. Our P&C is especially supportive in all areas of the school and is currently fundraising for additional playground equipment in the school.

## Message from the school community

The P&C committee and families have worked collaboratively in 2017 again alongside a strongly supportive school executive and staff. This working relationship has enabled significant gains and achievements to be made, for the benefit of the children attending TPS.

The parent community has been amazing, pulling together throughout the year to support the P&C and the school in hosting major events, for example the school open day, grandparents day, school orientation, and through volunteering in many different facets of daily school life. The P&C welcomes the opportunities TPS give to work alongside the staff in contributing to the excellent and balanced education the children are receiving.

The P&C wish to extend a particular thank you to Mrs Foott and Mrs Gordon for their time and effort and willingness to work in this collaborative supportive way.

The experience of being P&C president has continued to be very encouraging and rewarding experience. I am sure there will continue to be struggles and challenges for the P&C, but these are made so much easier by the support offered and general attitude of the parents and teaching staff.

The P&C have established clear shared priorities with the school with major achievements in 2017 including increased air conditioning, in class resources, exercise equipment, maintenance works for the oval and the new PSSA uniforms and musical instruments. We look forward to the plans in 2018 to finalise the plans for new primary play equipment.

Fundraising and social activities continue to be well attended and support the continued success of the P and C.

We welcome further opportunities for the P and C to work along side Turramurra Public in 2018 and beyond.

Briony Foster

TPS P&C president

## School background

### School vision statement

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

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

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

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

### School context

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

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

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

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

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

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

### ***Learning Domain***

In Learning Culture we are Excelling. In Wellbeing and Curriculum and Learning we are Sustaining and Growing. In Assessment and Reporting, Student Performance Measures and Effective Classroom Practice we are Delivering.

### ***Teaching Domain***

We are Excelling in Collaborative Practice and Delivering in Effective Classroom Practice. We are Sustaining and Growing in Data Skills and Use, Learning and Development and Professional Standards.

### ***Leading***

We are Sustaining and Growing in Leadership. In School Planning, Implementation and Reporting, School Resources and Management Practices and Processes we are Delivering.

Our self-assessment 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

### Developing Engaged and Motivated Students

#### Purpose

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

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

#### Overall summary of progress

We have continued to make significant progress in developing our school-wide focus on Positive Behaviour for Learning (PBL). We have been able to promote positive student wellbeing and improve the learning culture across our school. There is a more consistent approach to teaching and learning appropriate behaviours and with the management of inappropriate behaviours.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Tell Them From Me Survey will show an improvement in the skills/challenged data from 38% of students in 2015 feeling engaged and skilled to 45% in 2016 to 55% in 2017.</i>		We achieved a 4% increase in students feeling engaged and skilled in 2017.
Teaching and learning programs will show differentiation for all students and will be monitored by the stage leader.	Professional Learning Funds	Evidence in teacher programs demonstrate that the teachers continue to develop a deeper understanding of effective lesson planning and differentiation.
An increase from 10% of all TPS students to 15% of all TPS students achieving a school medal. This will give evidence of the success of our PBL program	Professional Learning Funds	15% of students were awarded a school medal in 2017.

#### Next Steps

Our new strategic direction is Learning. This will focus on students and their learning. Our Positive Behaviour for learning is a focus for all our students. Programs that support our learners will be enhanced and further developed as part of this direction.

## Strategic Direction 2

### Ensuring Quality Educational Practice

#### Purpose

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

#### Overall summary of progress

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>NAPLAN data used for targets in Literacy and Numeracy. PLAN used for recording and producing evidence to support programs.</i>  <i>100% of classes will have literacy data recorded in PLAN by the end of 2016. Numeracy by end of 2017.</i>		Ongoing
90% of students will be achieving expected clusters (or beyond) on the literacy continuum.		Ongoing
100% of classes will be using data to differentiate their programs.	Professional Development Funds	Achieved
<i>65% of students to achieve expected growth in NAPLAN spelling, 2017.</i>  <i>65% of students to achieve expected growth in NAPLAN grammar and punctuation, 2017.</i>	Targeted Intervention Funds	

#### Next Steps

Our new Strategic Direction for 2018–2020 will focus on Teaching. All teachers are now required to be accredited. Our focus will be on Quality Teaching and Professional Learning in Literacy and Numeracy.

### Strategic Direction 3

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

#### Purpose

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

#### Overall summary of progress

TPS continues to work with the wider school community in a positive and rewarding manner. The school is supported by the community who contribute their time to our many in-school programs and fundraising events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increased community involvement in school</i>  – P&C attendance  – attendance at school events  – numbers of parent volunteers  <i>P&amp;C projects are well publicised within the local and broader community</i>	Nil	<p>P &amp; C Attendance and recruiting of parent volunteers continues to be a challenge however parents do support school initiatives and attendance at school events is high.</p> <p>Support for P&amp;C Projects is high with the local and broader community contributing generously to fundraising events and large projects.</p> <p>The Newsletter, Skoolbag and website continue to be effective ways to inform and communicate with the local and broader community.</p>

#### Next Steps

The new Strategic Direction will be Leading. Our community is encouraged to lead progress in the school through P&C Membership, class activities and fundraising support. The new direction encourages all staff and students to take leadership roles in the school and to support our community and our learning alliances.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$52 032	Students targeted for EALD support.
Low level adjustment for disability	\$77 943	Funding for low adjustment disability was used for School Learning Support Officer to assist students who have not attracted funding. Improvement of student engagement and results were evident in end of year assessments.
Quality Teaching, Successful Students (QTSS)	\$100 000	<p>Quality Teaching Rounds successfully implemented. 8 teachers across the school participated. Teachers found the experience highly beneficial and improved their teaching practice.</p> <p>Assistant Principals provided release time to cover lesson observations and to complete admin tasks.</p>
Socio-economic background	\$5 000	Funding used to support families who are unable to meet the financial obligations of the school.
Support for beginning teachers	\$25 000	Support for beginning teachers was provided with extra release time negotiated by the teacher to provide longer sessions. Funds were also spent to release beginning teachers and a mentor. This resulted in the increase in teacher confidence.
Targetted Intervention	\$62 500	Teacher employed to support Literacy and Numeracy across Stage 2 and 3. Significant improvement of NAPLAN results for students in this program.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	289	293	312	310
Girls	223	233	254	259

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.7	97.2	96.5
1	96.3	95.9	96.4	96.4
2	94.7	95.3	96.2	97
3	96	96.8	96.7	97.6
4	96.4	96.2	95.6	96.9
5	96.2	95.5	96.7	96.8
6	95.4	95	94.8	96.2
All Years	95.9	95.8	96.3	96.8
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

Turramurra Public School procedures in monitoring and tracking non attendance are consistent with the Department guidelines. Attendance is monitored regularly and the school works with families to improve student attendance outcomes. The school accesses Department support to assist families and is aware of reporting responsibilities.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.33
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	2
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

There are no Aboriginal teachers currently working at Turramurra 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	20

### Professional learning and teacher accreditation

Turramurra Public School staff are deeply committed to professional learning for school excellence and every student's success.

Our beginning teachers are well supported in their professional learning through individualised focused professional learning. Beginning teachers are provided with additional professional learning time and supported to enhance their skills.

All teachers are well supported in their accreditation process with 5 staff members gaining accreditation in 2017. This key area will continue to be further supported in 2018.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	328,678
<b>Revenue</b>	4,924,102
Appropriation	4,282,722
Sale of Goods and Services	-756
Grants and Contributions	637,326
Gain and Loss	0
Other Revenue	0
Investment Income	4,810
<b>Expenses</b>	-4,783,087
Recurrent Expenses	-4,783,087
Employee Related	-4,218,589
Operating Expenses	-564,498
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	141,015
<b>Balance Carried Forward</b>	469,692

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,697,728
Base Per Capita	86,500
Base Location	0
Other Base	3,611,229
<b>Equity Total</b>	136,029
Equity Aboriginal	1,270
Equity Socio economic	4,785
Equity Language	52,032
Equity Disability	77,943
<b>Targeted Total</b>	65,841
<b>Other Total</b>	278,386
<b>Grand Total</b>	4,177,984

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.

### Financial summary equity funding

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

# 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.

### Seventy-nine Year 3 students completed the National Assessment Program in Literacy.

70% of students were placed in the top two bands in Reading. This was above the state average of 51%.

70% of students were placed in the top two bands. in writing. This was above the state average of 53%.

75% of students were placed in the top two bands for Spelling. This was above the state average of 53%.

86% of students were placed in the top two bands for Grammar and Punctuation. This was well above the state average of 62%.

### Seventy Year 5 students completed the National Assessment Program in Literacy.

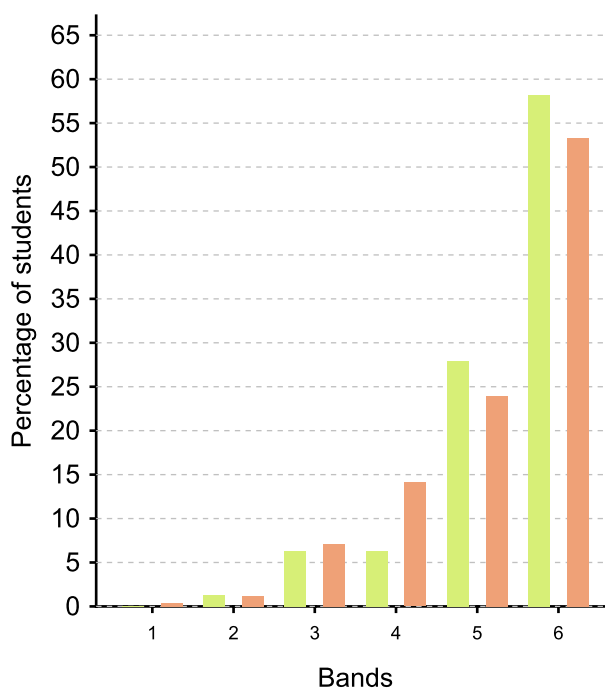
66% of students were placed in the top two bands for Reading. This was well above the state average of 40%.

33% of students were placed in the top two bands for Writing. This was above the state average of 18%.

56% of students were placed in the top two bands for Spelling. This was above the state average of 38%.

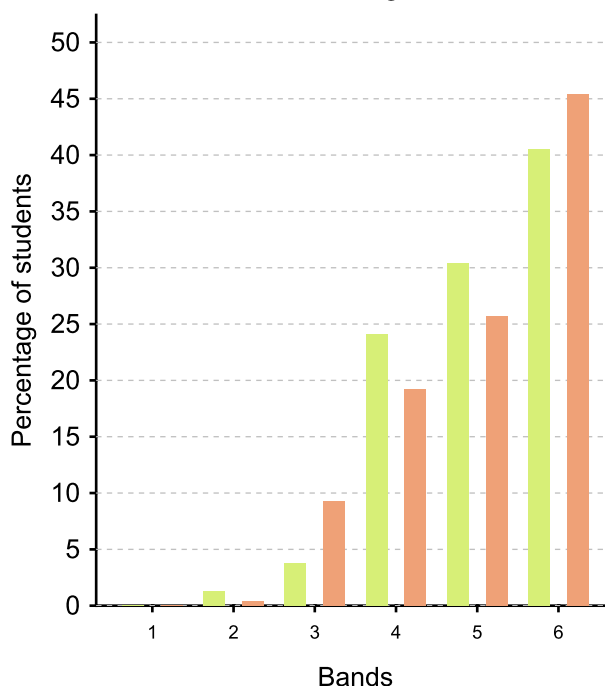
57% of students were placed in the top two bands for Grammar and Punctuation. This was well above the state average of 36%.

Percentage in bands:  
Year 3 Grammar & Punctuation



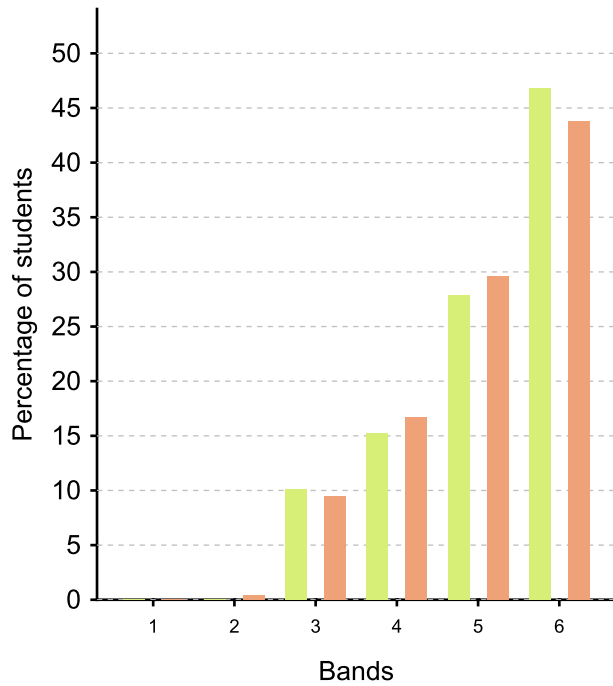
Percentage in Bands  
School Average 2015-2017

Percentage in bands:  
Year 3 Reading

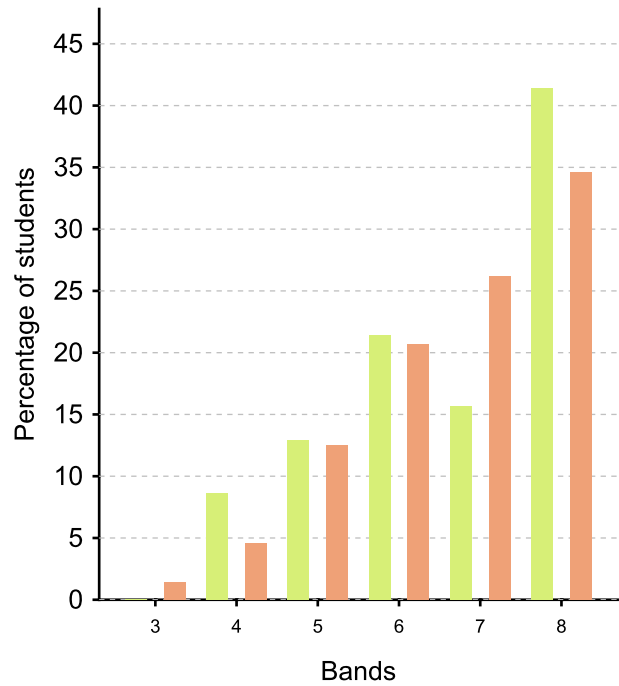


Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



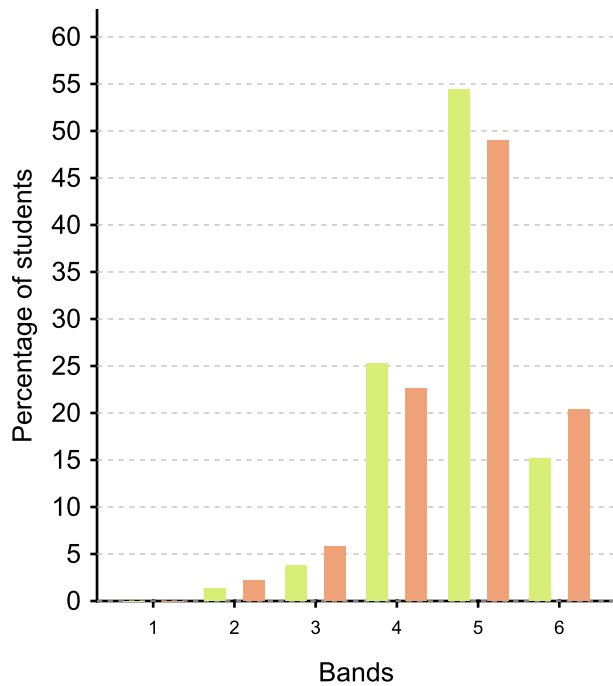
**Percentage in bands:**  
Year 5 Grammar & Punctuation



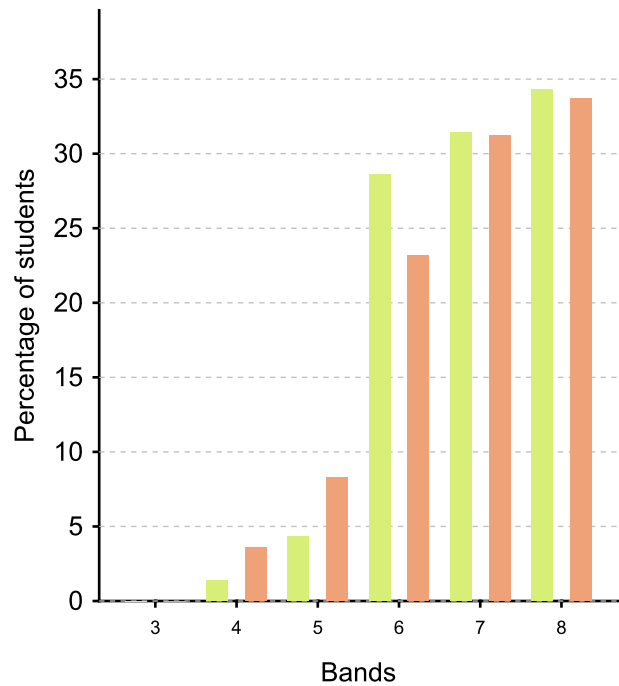
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing



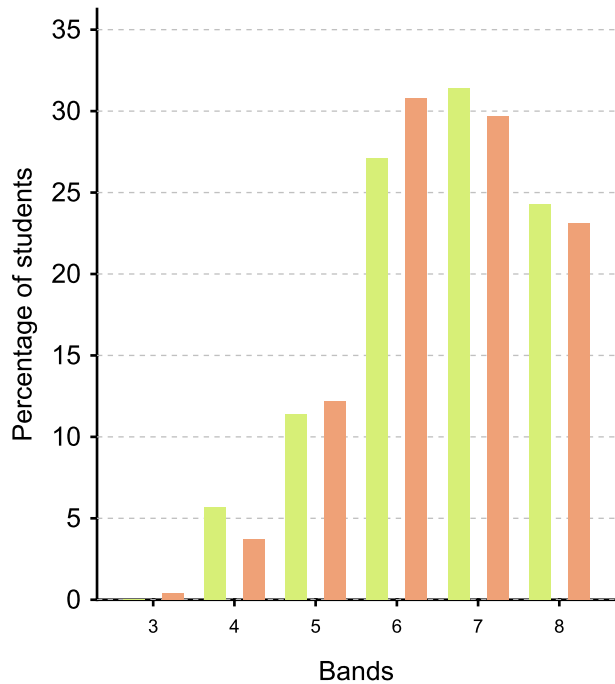
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

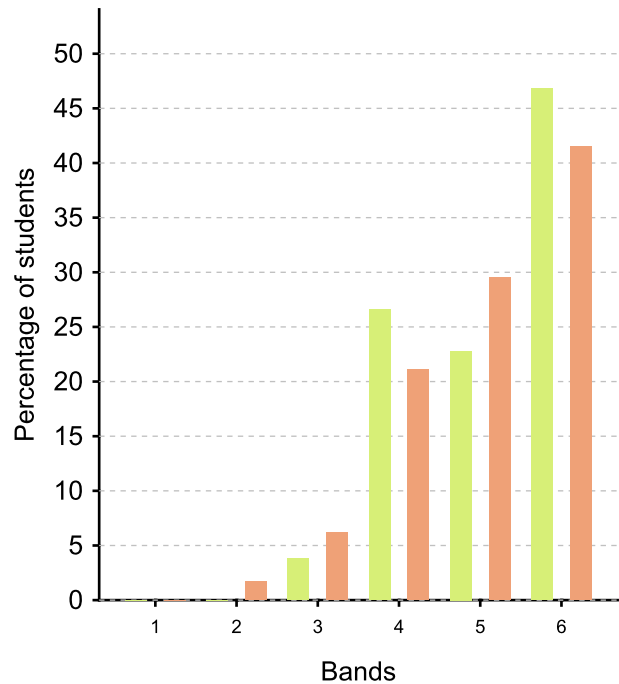
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

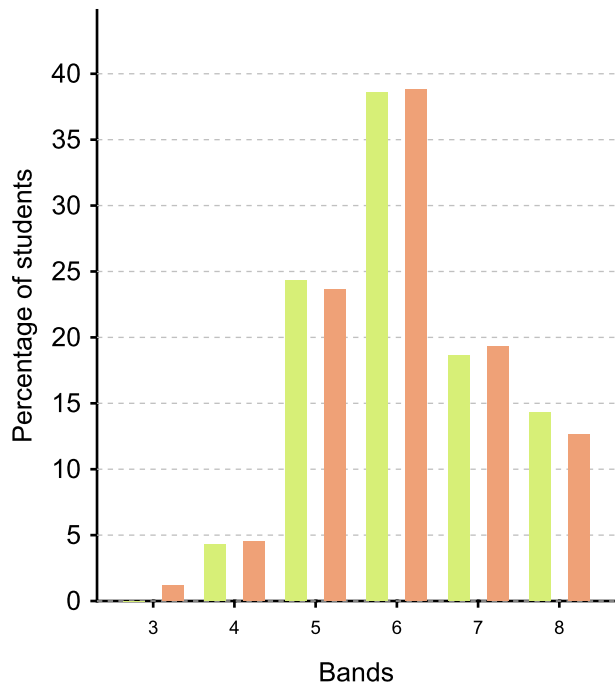
58.6% of students were placed in the top two bands for Numeracy. This was well above the state average of 32.5%

**Percentage in bands:**  
Year 3 Numeracy



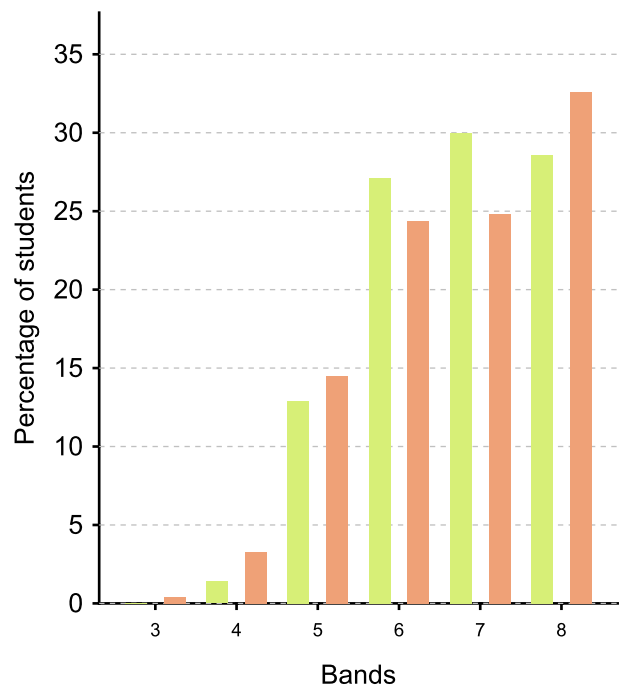
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

### National Assessment Program Year 3 Numeracy

69.6% of students were placed in the top two bands for Numeracy. This was well above the state average of 53.3%.

### National Assessment Program Year 5 Numeracy

## Parent/caregiver, student, teacher satisfaction

Turrumurra Public School continues to enjoy a positive relationship with parents and the broader community. In 2017, students, staff members and parents completed the Department of Education's Tell Them From Me online survey.

The percentage of the students at TPS who indicated a positive sense of belonging was above the NSW government norms. This sense of belonging at school increases academic motivation. The percentage of TPS students who indicated positive behaviour at school and high levels of effort towards their learning were both above the NSW government norms.

The parent survey highlighted that parents feel welcome at the school and that their children are encouraged to do their best. Other areas of strength as identified by the parents included that the school supports positive behaviour and that student safety at school is a priority.

Results from the student survey celebrated the collaborative nature of our staff and the positive approach to team planning and programming as well as supporting student wellbeing, and the sharing of resources and strategies. The staff identified the positive learning culture of the school, the range of teaching strategies and the inclusive nature of the school as its strengths.

## Policy requirements

### Aboriginal education

Our school has a very comprehensive policy to ensure Aboriginal Education is taught in all classes K–6. Our staff attended a Professional Learning day in 2017 to inform and reinforce the teaching of Aboriginal history and contemporary issues. A number of staff have attended other events to reinforce the importance of aboriginal Education and the delivery of content. Our library supports our programs by constantly updating resources and keeping teachers informed. Our school has significant areas that demonstrate that the school was once an area that was resided upon by local Indigenous groups. We treasure and protect these areas in the school.

### Multicultural and anti-racism education

Our school has a trained anti racism officer. The officer deals with any issues from children relating to perceived racist actions. We have a zero tolerance policy for any actions of a racist nature. The curriculum covers many areas that highlight the multicultural aspects of Australia. We celebrate many of these events through class activities. Harmony Day is a highlight for us and we have a school event related to the day annually.

## Other school programs

Turrumurra Public School continues to offer a wide variety of programs that encourages student participation and engagement.

Dance for Years 2 – 6

Choir Years 2–6

Choir Festivals across the year

School Spectacular

Band Years 3–6

Band Competitions across the year

Robotics

Debating

PSSA Sport

Operation Art

Country City Alliance – Year 6 Leadership Team

SRC

Mini Lit

Multi Lit

Parent Run Reading Program

ESL Program

Science Shed

Maths Olympiad

Write a Book in a Day

Gnomes Group

Chess Club

Sporting Schools

Author visits

Premiers challenges (Reading, Sport and Spelling)

2017 Powerful Project– Backyard Buddies

The Powerful Project is an environmental project-based learning activity run by the Turrumurra Learning Community for Year 4 students. This year the focus for the project was “Backyard Buddies”. Students were organised into groups of 8–9 students and each group chose a different local endangered species that is found in their backyard to research. Students researched the animal, learned why it is endangered

and created a “product” to promote community awareness of its vulnerable status. Students designed a range of products including websites, digital models utilising Minecraft software, dioramas, information posters and illustrated storybooks.

Students participated in two excursions at Gibberagong Environmental Education Centre where they completed a STEM activity, learned about the local bush and were instructed on wildlife photography. Year 9 mentors from Turrumurra High school led several of the sessions at Gibberagong. In addition, they worked with the Turrumurra groups at our school on two occasions, assisting them to create their products.

The project culminated in an Expo held at the end of Term 3 at Turrumurra High School where the students’ projects and photographs were showcased for their parents.