

# Turrumurra High School

## Annual Report



2017



8435

## Introduction

The Annual Report for **2017** 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 values innovation in learning and genuine collaboration which extends from the classroom through to international connections in both educational, corporate and community partnerships. Having an holistic focus to the educational of each individual has enabled us to genuinely explore our identity as a future-focused school and to break down traditional barriers which commonly exist in a high school setting between curriculum areas and within the mindset of teachers when it comes to changing practice.

As a school community, we see ourselves primarily as learners. We are not afraid to fail by taking risks in our learning and we embrace change as it is the vehicle for continuous school improvement.

Stephanie McConnell

Principal

## School background

### School vision statement

Turramurra High School is a dynamic and inclusive learning community that seeks to empower individuals to reach their potential through the creation of supportive relationships and a future-focused learning environment. We seek to prioritise collaborative and creative practices to facilitate agency and the promotion of resilience.

### School context

Turramurra High School (1243 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 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 evaluation of our achievements in 2017 have been based on extensive professional dialogue and debate as well as a close interrogation and cross-examination of our processes, practices and products and the results of this process indicated:

#### **In the School Excellence Framework domain of Learning, Turramurra High School is Excelling.**

This is evidenced across a number of strategic initiatives which align wellbeing processes with innovative approaches to curriculum, learning and assessment. Our school takes an holistic approach to the education of each student in our care and the wellbeing of both staff and students is a key school planning priority. We have developed a comprehensive Wellbeing framework to ensure that we are addressing the needs of our school community proactively. We regularly review structures and processes in the interests of staff and student wellbeing.

In pursuing excellence in the area of Learning, the school has focused on the promotion of a learning culture promoting 'agency'. Initially, this was done through Crick Learning forResilient Agency (CLARA) and has evolved to 4C's Transformative Learning. Both of these initiatives have been implemented with the close support of the academic responsible for their design (Professor Ruth Deakin-Crick and Dr Miranda Jefferson). The evidence which has allowed us to make our on-balance judgement in the area of Learning include multiple artefacts across seven of our eight evidence sets.

Our evidence demonstrates a number of ways in which we seek opportunities to reflect on our own learning journey as school leaders and staff and actively promote this throughout our school community. We seek to support students in this mindset through the language that we use to describe learning dispositions through CLARA and 4C's but also through the introduction of Project-based learning in 2016 as an elective line for all Year 10 students and by providing grants and initiatives for staff to explore their own creativity in learning design.

#### **In the School Excellence Framework domain of Teaching, Turramurra High School is Excelling.**

This is demonstrated across several evidence sets including Professional Learning, Learning Analytics and Supporting Student Learning. It is also clear in the evidence set illustrating the school's effective educational partnerships. As an indication that the school is excelling, the school's numerous partnerships embed extensive opportunities for collaboration and professional development. In 2015, the school was selected as a 'Hub School' as part of a GTIL initiative through the Learning and Business Systems Directorate. This has created significant opportunities to influence the future of initial teacher education in NSW through our partnership with UTS. In 2017 the school was selected for the Schools of the Future 2.0 program creating the opportunity to work across schools and with the Innovation Unit to embed innovative teaching practice.

Our evidence sets exemplify that we have also built strong collaborative partnerships through our local primary and secondary school partnerships (TLC and NS5) as well as through our P&C and local business and community groups. In 2014, the latter has resulted in the construction of an extensive purpose-built outdoor learning area known as 'Inside Out' involving, Bendigo Bank, Turrumurra Men's Shed, Turrumurra Lookout Community Garden and the P&C. These partnerships have had a direct impact on teaching and learning at Turrumurra High School and figure prominently in our collection of evidence to support our on-balance judgement in both teaching and learning.

The school is continuing to develop the collective capacity of staff to use data and our assessment of our progress in this area has indicated that we are sustaining and growing. This is an area for development in our 2018–2020 School plan, particularly in the development of assessment practices as and for learning.

In terms of professional standards, learning and development, our evidence sets indicate that the school provides numerous opportunities for staff to engage in future-focused teaching initiatives including Cultures of Thinking through a program delivered at Masada College as well as Project Zero and the Harvard Visible Thinking program. We seek to empower students, staff and parents to become agents of their own learning, to see themselves as a learner first and foremost and to pursue their own individual learning goals as well as to participate collaboratively in building corporate knowledge. In order to achieve this we have aligned our professional learning practices with school plan priorities through the strategic oversight of a professional learning team.

Knowledge gained through professional learning is shared through 'teachmeet' style staff meeting presentations. The introduction of Communities of Practice has also been significant in determining a judgement in relation to our performance in the SEF area of Teaching. Staff have been introduced to the use of various protocols to regularly examine teaching practice in staff focus groups.

### **In the School Excellence Framework domain of Leading, Turrumurra High School is Sustaining and Growing.**

Evidence collected indicates that the school leadership team promote instructional leadership, encourage leadership initiative in staff and ensure succession planning for effective workforce practice. The school Executive have been trained in the 'Art of Leadership' program resulting in the development of a strategic approach to school planning engaging all stakeholders in the joint construction of the school vision.

School leaders actively seek to empower staff and students to take initiative and explore their own creativity through such programs as the Innovation and Collaboration grants offered through the NS5 partnership, Learning Space scholarships offered through the strategic use of the school budget and P&C "By Your Side" and "Adopt a Space" initiatives.

The broader school community is meaningfully engaged in school planning, development and decision-making through consultation processes as well as the TTFM Parent Survey, Parent focus groups and P&C committees. The school regularly seeks the opinion of the community as exemplified in the Digital Communication evidence set. Staff are supported in the gaining of accreditation at various levels through management structures within the school and through the NS5 partnership. The school has high expectations in relation to the quality of its teaching and administration staff.

The school is recognised as achieving excellence in supporting students to achieve optimal learning outcomes as seen in the results of the school's new student survey as well as providing a high level of customer service as seen in the results of the Excellence in School Customer Service 360 Reflection tool.

The Turrumurra High School, NS5 and THS P&C websites amongst other artefacts, demonstrate the commitment of the school community to the achievement of the school's strategic directions and present a clear school vision to the broader online global community.

Evidence exists in some evidence sets to suggest that the school is moving towards excelling in some elements of Leading. The 2018–2020 school plan will directly address these areas with a focus on truly embedding evidence-based strategies and systematically seeking feedback from the wider community to ensure that the school remains responsive to community needs.

The process that the school has used for the external validation as well as the work of each individual involved in the collation of evidence is being shared across various school forums and the process evaluated by the leadership team.

The knowledge gained from this process will form the basis for our 2018–2020 School Plan.

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

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

2017 saw the continued success of our PBL electives in Year 10 with high levels of engagement in these courses reported by staff and students. A commitment was made to pursue our learning goals around Transformative Learning and the 4Cs (Creativity, Critical Reflection, Communication and Creativity). 20 staff members undertook intensive training in Transformative Learning with Dr Miranda Jefferson and Prof. Michael Anderson and these teachers are now leading further professional learning sessions for all staff. All faculties in the school have actively reduced the number of examination style assessments that are used and further evaluations will undertaken in 2018. Staff members continued to access the Cultures of Thinking training based on research from Project Zero at Harvard.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Identified groups of staff are trained in Cultures of Thinking and 4C Transformative Pedagogy. d in the use of implementation beyond 2017.</b>	\$65,200	20 staff members undertook intensive training on Transformative Learning and are now embedding this learning into their classroom practice. 16 Staff members continued to access the Cultures of Thinking training based on research from Project Zero at Harvard.
<b>25% reduction in the use of examination-style assessment across all KLAs by December 2017.</b>	\$0	All faculties agreed to reduce examination style assessments and we have seen a 25% reduction in these by the end of 2017.
<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. Give the students more meaningful feedback Increase the value added score</b>	\$0	We are developing more meaningful feedback through our work in Transformative Learning.

### Next Steps

- Transforming thinking amongst staff, students and parents about the nature of assessment and reporting. The new HSC syllabus requirements for fewer assessment tasks has initiated thinking around the type of assessments we use. Initial evaluations indicate that we have an over-reliance on assessment of learning and the school Executive are seeking ways to engage staff in assessment for and as learning. We are also pursuing a strategic approach to building confidence in teacher professional judgement as well as the idea of student-led conferences to replace our student performance review meetings.
- Evaluating Project-based Learning as it currently operates and exploring options to further enhance this learning opportunity for students through a focus on embedding learning dispositions through assessment.

- Seeking to fully embrace 4C's Transformative Learning. We believe that through the development of a set of learning dispositions and skills to enable learners to truly communicate, be creative, engage collaboratively and to reflect critically, students and teachers are empowered to authentically shape their own learning experiences.
- Explore further innovative approaches to teaching through our involvement in the Schools of the Future 2.0 program in partnership with the Innovation Unit Australia.



## 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 2017, the Student Wellbeing Framework was promoted to all staff, students and parents and helped 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 these continued in 2017 with our Year 12, 7 and 11 cohorts. The success of Focus Groups in 2016 saw this approach continued in 2017. A new protocol – Looking At Students' Thinking (LAST) – was 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. After this training, focus groups used this protocol in their discussions and this collectively enhanced the group's understanding of and ability to interpret student thinking.

### 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"><li>• <b>Increase awareness of staff, students and parents by 10%</b></li></ul>	\$0	In 2017, the Student Wellbeing Framework was promoted to all staff, students and parents and helped 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 these continued in 2017 with our Year 12, 7 and 11 cohorts.
<ul style="list-style-type: none"><li>• <b>Increase by 10% staff feeling supported in meeting their professional responsibilities supporting student learning and meeting professional development goals.</b></li></ul>	\$3,500	All staff participated in Focus Group training using the LAST (Looking at Students' Thinking) protocol 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.

### Next Steps

- A detailed evaluation of the Positive Behaviour Engaging Learners (PBEL) program and approach to student management to explore ways in which we might better meet the specific learning and wellbeing needs of our students. In valuing a positive behaviour model, we believe that our processes and structures have the potential to improve in terms of seeking positive outcomes, operating in a proactive rather than reactive manner and empowering staff and students to make better decisions in their behavioural responses.
- Reviewing school planning processes to have a much stronger focus on evidence to inform decision-making. Although staff have a good understanding of data sources to inform their teaching, there is scope for improvement in embedding evidence-based strategies for school improvement and shifting the professional dialogue to this effect.



### 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

2017 marked the 50th Anniversary of Turrumurra High School so a large part of the Learning Community team's focus was 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 was a high priority in early 2017. We once again ran the highly successful Powerful Project with our TLC partner primary schools and staff from the Gibberagong Environmental Education Centre. A review of the InSITE program run with UTS led to changes being implemented in 2017. A project manager was 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 focused 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 was 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.

In 2017, Turrumurra High School joined an exciting City Country Alliance as well as becoming a member of the Schools of the Future 2.0 initiative. These will allow us to explore new opportunities to further broaden our educational partnerships.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>50% of students, staff and parents are meaningfully connected to programs offered through collaboration with NS5, TLC and UTS partnerships.</b>	\$130,000	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 2017.

#### Next Steps

- Continue to develop and enhance educational partnerships with our partner Primary and High schools as well as our University partnerships but also foster new opportunities through our involvement in the City Country Alliance and Schools of the Future 2.0.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1570	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.
<b>English language proficiency</b>	\$292, 810	This funding allows for the employment of three ESL teachers. In 2017 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.
<b>Low level adjustment for disability</b>	\$63, 594	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.
<b>Socio-economic background</b>	\$3679	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
<b>Support for beginning teachers</b>	\$18, 791	Throughout the year, priority was given to the professional development of Beginning Teachers. In total, \$18,791 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. 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

<b>Support for beginning teachers</b>	\$18, 791	<p>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 headteachers 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>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	706	718	708	692
Girls	557	573	556	551

There was a slight decline in enrolments in 2017 taking the total to 1243.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	96.7	95.5	95.8	97
8	95.7	94.6	94.4	94.7
9	94.9	93.9	94.4	94.2
10	95.2	92.8	94.7	93.5
11	94.5	95.1	95.3	94.6
12	95.3	94.5	95	95.6
All Years	95.4	94.4	94.9	94.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### 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	1
Employment	1	2	8
TAFE entry	2	2	10
University Entry	0	0	73
Other	0	0	1
Unknown	0	0	3

In regards to their post school destination, information was gathered from the Year 12 students across a range of formats. These included exit surveys, telephone calls, morning teas, UAC reports and anecdotal reports. This information indicated that 135 of the students were offered a place at a course within a university. A total of 239 university course offers were made to our students, with some students being offered more than one university course at more than one different institution. Law, actuarial studies, nursing, medical science, forensic science, engineering, security studies, business, media, design, international studies, psychology and physiotherapy as well as both primary school and high school teaching were among some of the more popular courses that Year 12 graduates accepted at university. Universities that offers came from included, University of Sydney, UNSW, Macquarie University, UTS, Western Sydney University, Australian Catholic University, University of Newcastle, University of Canberra, Charles Sturt University, Torrens University, La Trobe University as well as Flinders University.

A number 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, Information Technology, Automotive studies and Office administration.

A small percentage of our Year 12 graduates went straight into full-time work having gained apprenticeships and traineeships. Anecdotal evidence made it appear that there were more students from this year group deciding to take a GAP Year than there had been in the past.

### Year 12 students undertaking vocational or trade training

In 2017, nineteen Year 11 students began an eVET course and seventeen completed the course at the end of the year. There were seven Year 12 students who undertook an eVET course at a local TAFE college. These courses counted towards the students HSC. The majority of TVET students attended Hornsby TAFE

college, but Meadowbank, Bradfield and St Leonards TAFE colleges were also accessed. The most popular Year 12 eVET course was Human Services (Nursing). We also had students doing Financial Services, Business Services, Tourism and Media.

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. 16 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.). 17 Year 12 students studied Construction, another VET course offered at Turramurra High School.

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

There were a total of 185 Year 12 students in the HSC class of 2017. This comprised of 110 male students and 75 female students. Of this graduating class, just under 99 % attained a Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	14
Classroom Teacher(s)	61.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	2.4
School Counsellor	1.2
School Administration & Support Staff	15.17
Other Positions	1

\*Full Time Equivalent

It is a requirement that schools report on the Aboriginal composition of their workforce. Turramurra High School has one staff member who 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	100
Postgraduate degree	20

### Professional learning and teacher accreditation

Professional learning continues to be a priority at Turramurra High School, with significant time and resources allocated to the development of staff expertise for the ultimate benefits to teaching and learning.

In 2017 the professional learning team set the theme of 'agency' to help us prioritise professional learning that would help us to improve executive agency, teacher agency and student agency.

The annual two day executive conference was held in March. Four members of the executive who had previously been trained in The Art of Leadership program led the rest of the executive through an engaging series of workshops designed to enhance self-management and reflective practices, team building and the support and development of staff. The executive continued to work to build on these skills through the rest of the year. Later in the year the executive participated in a one-day workshop with Rob Stones of Future Shape Consulting. This helped us work on an approach to vision setting and team building called the Window of Certainty. Out of this experience, head teachers then worked with faculties to build a shared vision and purpose and the associated values, beliefs and outcomes or goals. This was a highly successful process that later led the whole staff towards a new school plan which is aligned with our school and faculty visions.

There were numerous opportunities to build staff agency through professional learning. In addition to the three school development days at the start of Terms 1, 2 & 3, staff participated in four Twilight professional learning sessions, extending the day after school once each term. Staff meetings and faculty meetings were also opportunities for professional discussions and workshops.

An important initiative was the provision of training in Critical & Creative Thinking. Working with Ryan Gill of Masada College, 16 teachers were taken through three days of training in alternative teaching approaches designed to enhance the engagement of students in deeper, more authentic learning. Between training days, the participants trialled new approaches to teaching and reflected on their learning journey. This training has had an ongoing impact on the pedagogical approaches of the participants.

An important initiative in 2017 was the introduction of Focus Groups. These were held three times each term and involved groups of approximately ten teachers from a variety of faculties discussing real examples of



teaching and learning in their classrooms. The groups were facilitated by teachers trained in using 'protocols', as a way of unpacking and discussing 'puzzles of practice' as well as student work samples. Teachers found these sessions to be a stimulating and thought provoking way of engaging in structured and productive professional conversations about effective pedagogy for student learning.

In the latter part of the year a number of faculties were focused on preparing for new syllabuses. Professional learning funds were provided both in terms of courses that staff attended and in terms of release time to prepare programs.

Turramurra High School is committed to the professional development of early career teachers. Early career teachers receive individualised funding which is used to give opportunities for attendance at courses as well as to provide release time to work independently or with mentor teachers on planning and skill development of core teaching skills. The NS5 accreditation team provided networked professional learning opportunities throughout the year for early career teachers, to allow for sharing of experiences and resources and to support them with the preparation of evidence for their accreditation. In 2017, Turramurra High School had 4 teachers gain accreditation at Proficient level and 7 teachers in the process of gaining accreditation at Proficient stage of the Australian Professional Standards for Teachers. There were 55 teachers maintaining accreditation at Proficient and 1 teacher maintaining accreditation at Lead stages of the Australian Professional Standards for Teachers.

We continued to partner with University of Technology Sydney (UTS) in the second iteration of the InSITE program to support pre-service teachers studying Masters of Education at UTS. Turramurra High School learning support staff developed and delivered one of the masters subjects, Inclusive Education. The course was delivered to the UTS students at the school to provide more integrated, authentic learning around how students of all abilities are supported in their learning. In 2018 it is anticipated that the InSITE program will expand further both at THS and in partnership with other schools.

During the year we engaged the services of educational researchers and authors, Miranda Jeffers and Michael Anderson. They met with the professional learning team and the executive to discuss their research and experience implementing a 4Cs approach to teaching and learning in schools. It has long been recognised at Turramurra High School that the 4Cs, creativity, collaboration, communication and critical reflection are essential skills that our students will need to have as they enter the world of further education and careers in the future. We see an opportunity in the approaches that this program recommends for teaching and measuring these skills and to give students agency in their learning. In one of our school development days in 2017 as well as at other professional learning sessions, staff were given opportunities to engage with some of the concepts and ways of thinking in the 4Cs Transformative Learning approach. In Term 4 twenty staff participated in two days of Transformative

Learning training with Dr. Miranda Jefferson with more to come in 2018. The school's P&C provided \$10 000 in extra professional learning funds to support this training. We look forward to seeing the 4Cs Transformative Learning approach bearing fruit in the coming years as it begins to positively impact many aspects of teaching and learning.

## 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>	966,166
<b>Revenue</b>	13,211,579
Appropriation	11,704,954
Sale of Goods and Services	207,052
Grants and Contributions	1,284,291
Gain and Loss	0
Other Revenue	2,860
Investment Income	12,422
<b>Expenses</b>	-13,199,357
Recurrent Expenses	-13,201,107
Employee Related	-11,402,862
Operating Expenses	-1,798,245
Capital Expenses	1,750
Employee Related	0
Operating Expenses	1,750
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	12,221
<b>Balance Carried Forward</b>	978,387

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 were to be expended by the end of

2017. In 2017 THS offered funding for the upgrade of learning spaces within classrooms.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	10,510,199
Base Per Capita	193,234
Base Location	0
Other Base	10,316,966
<b>Equity Total</b>	422,715
Equity Aboriginal	3,180
Equity Socio economic	22,375
Equity Language	260,547
Equity Disability	136,612
<b>Targeted Total</b>	386,399
<b>Other Total</b>	130,260
<b>Grand Total</b>	11,449,573

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.

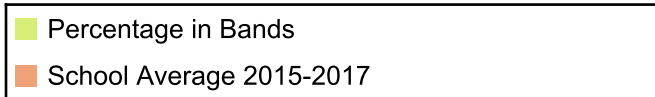
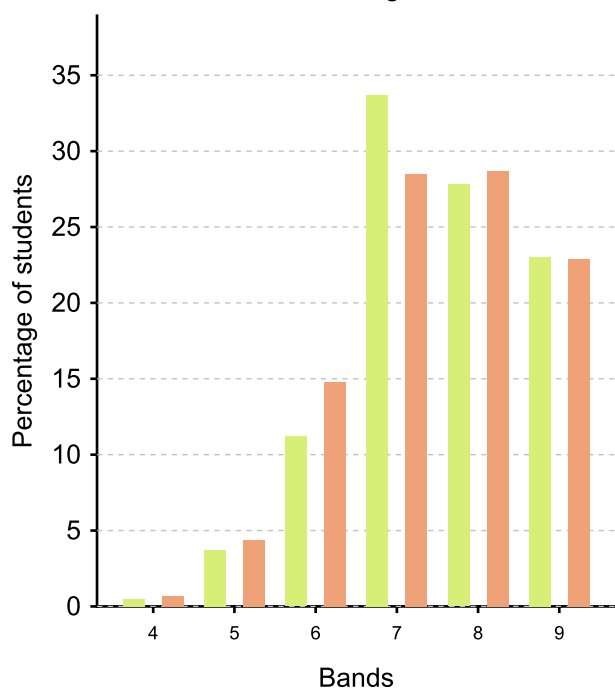
#### Year 7

NAPLAN Literacy testing is divided into four test strands: Reading, Writing, Spelling and Grammar and Punctuation. In 2017 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 99.5% of students were above the national minimum standard. This pattern was repeated in Writing, at 97.8%, Spelling, at 98.9%, and Grammar and Punctuation, at 97.8%. In the Reading strand 50.8% of students were placed in the top two

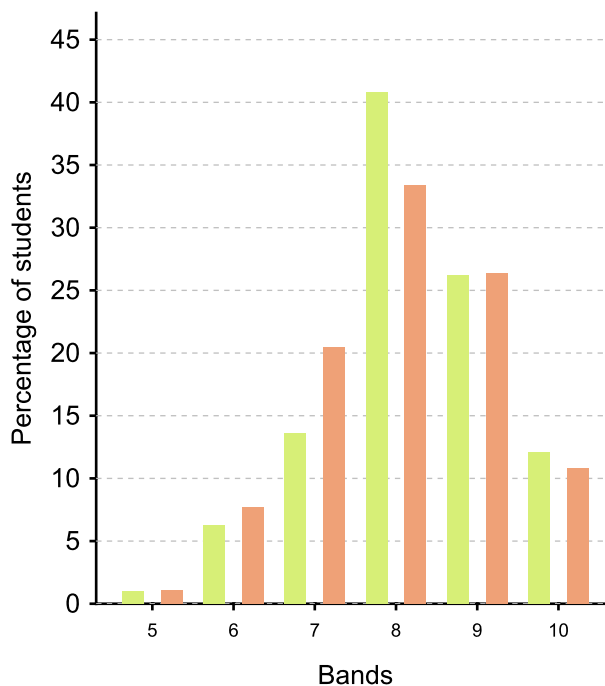
Bands, a result of 20.2% above the State percentage for these Bands. Overall 84.5% of students were placed in the top three achievement Bands in Reading. In the Spelling test strand 88.1% of students were placed in the top three Bands. The top two Bands in Spelling recorded a 22.5% above State result. Overall the Grammar and Punctuation Strand recorded a similar result; 43.8% of students were placed in the top two Bands and 82.7% of students were placed in the top three Bands. The two top Bands achieved 13.8% above the State result in this test area. The Writing strand tested persuasive writing in 2017. A total 56.3% of students achieved a result in the top three Bands. This equated to a 13.4% result above State for these Bands. Writing will continue as a focus area in literacy development for 2018. **Year 9** NAPLAN Literacy testing is divided into four test strands: Reading, Writing, Spelling and Grammar and Punctuation. The 2017 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 99.0%, Writing 93.7%, Spelling 98.1% and Grammar and Punctuation 98.5%. In the Spelling strand 48.5% of students were placed in the top two Bands and 71.3% of students achieved in the top three Bands. Respectively these results were 17.4% and 16.2% above the State percentages for these Bands. Similarly 41.8% of students were placed in the top two Bands for the Grammar and Punctuation strand, a result 17.0% above State. Overall 68.0% of students achieved a top three Band result in this test area. The Writing test was based on persuasion in 2017. A total of 62.1% of students placed in the top three Bands, in comparison to the State result of 45.2%. In 2018 a continued focus on writing and overall literacy skills will be maintained and further developed.



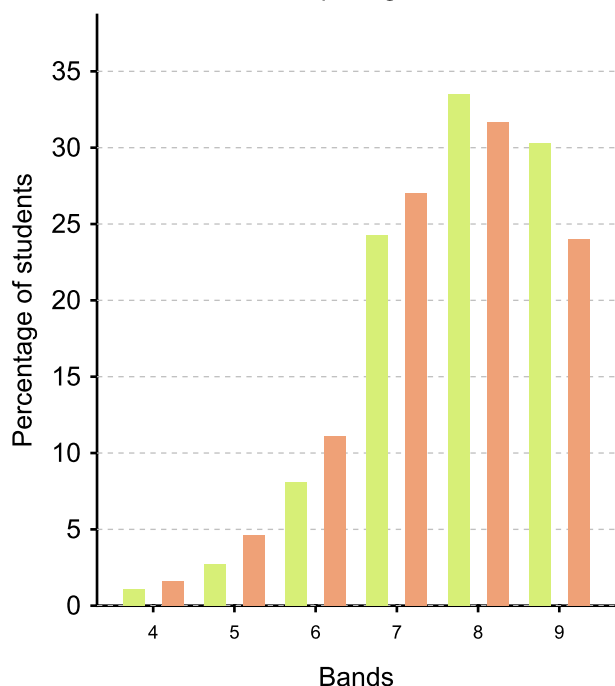
**Percentage in bands:**  
Year 7 Reading



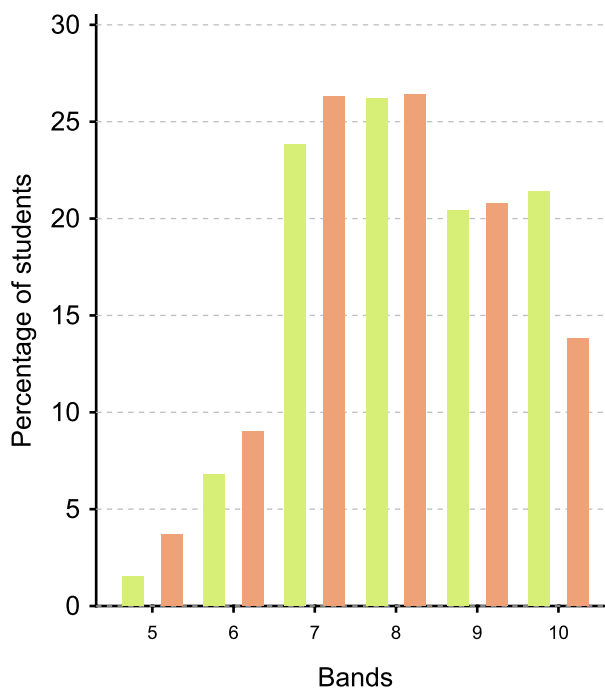
**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 9 Grammar & Punctuation

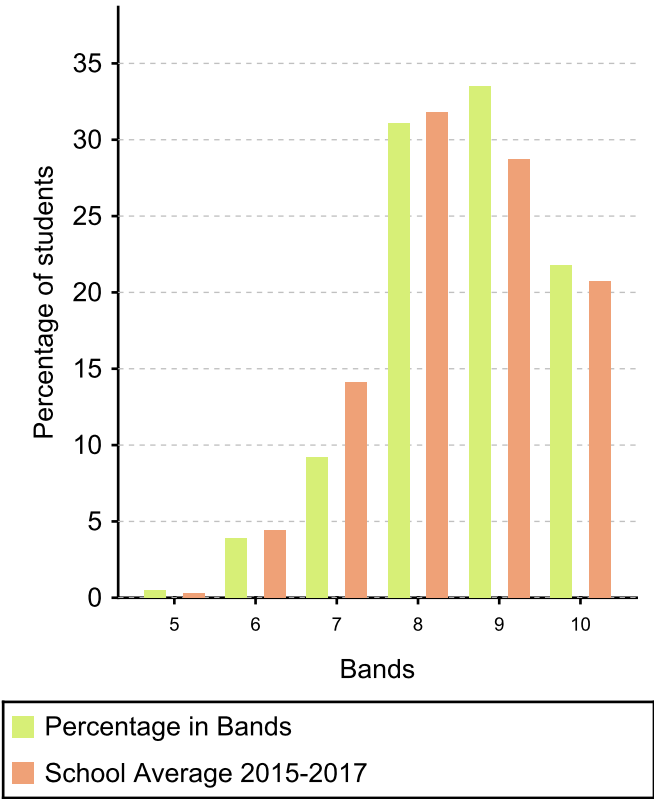


### Year 7

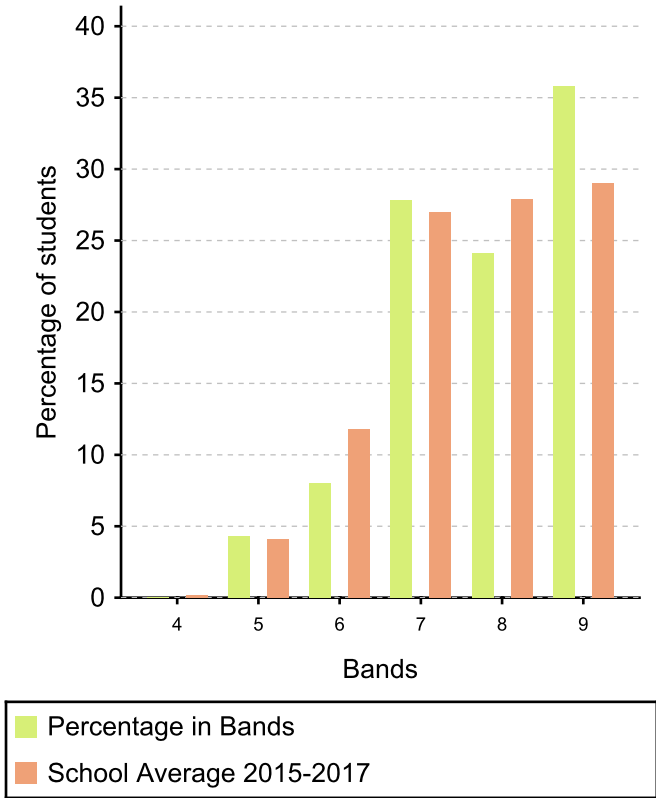
The NAPLAN testing is made up of two test strands. One strand is Data, Measurement, Space and Geometry and the second strand is Numeracy Patterns and Algebra. The 2017 overall Numeracy results were excellent with 100% of students achieving above national minimum standards. In the Data, Measurement, Space and Geometry strand 59.9% of

students were placed in the top two Bands, a result 26.6% above the State percentage for this group. Overall 85% of the year group were placed in the top three Bands. The Numeracy Patterns and Algebra results were similar to the first test strand; 67.4% of students placed in the top two bands and 85.6% achieved the top three Bands. In 2017 42.8% of students achieved a Band 9, which was 21.6% 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 Numeracy Patterns and Algebra. The Year 9 students recorded excellent results, with 99.5% of students achieving above the national minimum standard. In the Data, Measurement, Space and Geometry test 22.3% of students achieved a Band 10 and 50% of students were placed in the top two Bands. This equated to a 10.9% and 22.9% above state result for the respective Bands. Overall 88.3% of students placed in the top three Bands, which was 25.5% 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 20.4% of students placed in Band 10, 52.9% in the top two Bands and an overall 86.9% placed in the top three Bands. The Year 9 results were particularly pleasing as the students achieved 8.2%, 22.7% and 29% above the State percentage results in the respective Bands.

Percentage in bands:  
Year 9 Numeracy



Percentage in bands:  
Year 7 Numeracy



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.

In the Reading strand 50.8% of Year 7 students were placed in the top two Bands, a result 20.2% above the State percentage for these Bands. In Year 9, 38.3% of students were placed in the top two Bands which is 13.6% above the State average. Our Numeracy results were similarly pleasing, with 59.9% of Year 7 students placing in the top two Bands – 25% above State average, while 55.3% of Year 9 students were placed in the top two Bands, a result 25.5% 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 2017 HSC results in terms of mean mark included Mathematics General, Modern History, Ancient History, Construction and Drama. The 2017 Year 12 Turramurra cohort had 2 students on the All Rounders list, 3 students who were placed on the Top Achievers list and 69 Distinguished Achiever results. The highest ATAR was 99.10 and overall, 25 students attained an ATAR over 90. 2017 was a successful year for our practical subjects. In Drama, Matthew Hancock, James

Cashel and Maya Ruber were selected for the 2017 On Stage concert for their Group Performance and Eleanor Meagher, Martin Cornford, Natasha Pawley and Hudson Miller also achieved a nomination for the 2017 On Stage concert for their Group Performance. In Visual Arts, Jessica Sancataldo's work was included in Art Express at the Art Gallery of NSW and Veda Rajesh was selected for Art Express in Regional Galleries across NSW. Liam Black was nominated for Shape for his Design and Technology project while Sarah Pardy's Textiles and Design project was selected for exhibition in TexStyles.

## 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. Overwhelmingly, staff feel that Turramurra High School fosters an inclusive school culture. In 2017, staff engaged extensively in a consultation process to inform the 2018 – 2020 School Plan. This included the detailed evaluation of a variety of data sources and a seasonal analysis of school programs and initiatives.

Student voice continued to increase as a presence in school decision making and direction in 2017. Student leaders meet weekly with the school senior Executive team. Student opinion is also sought through surveys (TTFM and Google forms) and questionnaires. In 2017, students continued to use 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. An exit survey completed by Year 12, 2017 students indicated that students believe the school provides excellent teaching, a supportive environment, a variety of opportunities as well as innovative, interactive lessons. Suggested areas for improvement centred on the school's physical environment and facilities.

Parent opinions are sought through enrolment surveys, P&C meetings, parent information evenings online surveys (TTFM and Google forms) and correspondence. In 2017, parents engaged in a consultation workshop to inform the 2018 – 2020 school plan. Parents describe the school primarily as friendly, collaborative, progressive, inclusive, supportive and innovative.

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, the school has a good reputation, it was the child's choice and because of positive neighbour/community feedback about the school.

## Policy requirements

### Aboriginal education

2017 saw the official opening of our Aboriginal Walk through our Inside Out area which features 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.

In 2017, Turramurra 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.



### Multicultural and anti-racism education

Diversity in student cultures and nationalities abounds at Turramurra 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.