

Turramurra Public School

Annual Report



2018



3855

Introduction

The Annual Report for **2018** 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.

Our staff have focussed on quality teaching this year and as part of this process many have participated in quality teaching rounds that focus on improving practice. A major focus for staff training in all areas of the school was the delivery of writing to engage and improve the written product for all our students.

We also had intensive professional Learning in the area of numeracy and this has been supported by the purchase of additional materials to support students learning.

We are a very fortunate school to have the support of a very dedicated and interested parent body. Parent support in all areas of the school is a feature of the school and in classrooms. Participation in parent groups such as P&C has increased and projects are completed very efficiently. Parent support for our library is also very high with donations of books that add to a very comprehensive selection a wonderful asset to our school.

Margaret Foott

Principal

School contact details

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9983 9455

School background

School vision statement

To foster high expectations for our students to achieve excellence in all curriculum areas with a focus on Numeracy and Literacy.

Our students will be innovative, critically aware, creative and collaborative learners.

To create opportunities to build quality leadership.

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 programs, 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. The assessment was completed by all staff in term 1 2019.

In the domain of learning the school self assessment reported the school is overall sustaining and growing with some areas excelling attendance and summative assessment

In the teaching domain the school self assessment placed us overall as sustaining and growing

In the domain of Lead the school self assessment placed us overall in sustaining and growing.

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

Engaged and aspirational learners

Purpose

All students are challenged in their learning, are engaged and confident in their ability to learn.

Overall summary of progress

Positive Behaviour for Learning is embedded in classrooms and in the playground. New staff have enrolled in training to keep the wellbeing programs consistent across the school. Feedback is evident in all classrooms and staff are focusing on this as an effective learning tool.

Our students who received Targeted Intervention have shown growth especially in reading and numeracy.

Differentiation is a feature of class programs and will remain a focus in the coming years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement through the TTFM survey A decrease of students feeling they are confident in skills but classes are not challenging enough, from 31% down to 26%. Students targeted for Intervention show growth on PLAN NAPLAN and PLAN results show growth in Writing and numeracy Literacy and numeracy are a focus for improvement in all class programs.	Professional Learning Funds (\$1500.00)	PBL team attended additional training to support the program Naplan results for writing have shown growth in both years 3 and 5 This has been as a result of intensive work in this area. Spelling is an area for target in 2019 as shown in Naplan 2018

Next Steps

Positive Behaviour for Learning (PBL) is now embedded in our school programs. Executive completed Tier 2 training for PBL which has had a further effect on decreasing negative behaviour in the school. PBL will not be included as a feature in the remainder of our school plan but will continue to be our behaviour model.

We plan to complete work over the next two years enhancing our assessing and reporting to parents.

Our focus on Literacy and Numeracy will remain for our students as a priority and professional learning in these areas will be continued to ensure our students continue to show improvement in these areas.. Our targeted intervention for students will continue in 2019.

The replacement of PLAN with Progressions in 2019 will mean that student data is collected for students in year 1–6 in a different way. Kindergarten will continue to have Best Start (PLAN2) reported in term 1.

Teachers will focus on three students in both Literacy and Numeracy to map progression for 2019

Strategic Direction 2

Quality, innovative, reflective teaching practices

Purpose

Explicit teaching of content and skills with clear communication of expectations where differentiation is visible for all students and effective feedback is timely and appropriate

Overall summary of progress

Teachers have completed Quality Teaching rounds in 2018. These will be offered again in 2019 with the goal of all teachers completing by the end of 2019. The teachers who have completed have reported an increase in confidence and better practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff TTFM Survey – skills challenge equal to NSW standard	\$4000 teacher release	Staff trained in iPlay in 2018 ready for implementation in 2019
Teachers – Differentiation is a feature in all teachers' programs	Professional Learning funds \$2000	Program sharing indicated an improvement in differentiated programming but needs to remain a focus for 2019

Next Steps

Quality Teaching Rounds to be completed for remaining staff in 2019

Targetted intervention to be continued for 3 days a week in 2019

Additional programs targeting wellbeing will be introduced in 2019. These are the 'Got It' program and iPlay. iPlay is a physical education program which focuses on wellbeing and physical fitness for life.

Differentiation will be a focus for all staff Professional Learning Plans.

Strategic Direction 3

Excellence in leadership development using a collaborative approach

Purpose

Encouraging, developing and distributing leadership across the school and the community. Teachers are confident in their ability to take additional responsibility to explore additional areas for projects and experiences to develop their leadership. Teachers are aspiring to take on higher levels of responsibility by applying for leadership positions.

Overall summary of progress

Shared leadership in many areas of the school is a feature of our school. Teachers are encouraged to access opportunities to lead in curriculum and other areas of the school.

Executive have attended many leadership courses to increase their confidence to lead their stage and across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff TTFM survey in relation to leadership questions	Staff indicate that they are pursuing leadership roles and are applying when there are positions available	Ongoing work to improve CVs and leadership opportunities
Roles and responsibilities chart reflects increase in participation	Professional Learning to assist with leadership development has been made available to all staff Professional Learning funds \$10000	Many exec have completed training and have attended groups in our community of schools to increase proficiency.
Increased interest and application in HAT and Lead teachers	Teachers are aware and are progressing toward completing these credentials	One teacher is well into her application but it is not completed as yet.

Next Steps

Further opportunities for teachers to increase their learning especially in new syllabus.

Leading the new program iPlay has enabled 4 teachers to lead teams to ensure the program is successful. Participation by all staff in the 'Got It' training has given the staff additional skills when dealing with student wellbeing. Both of these programs will continue to be a focus for 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$ 52000.00) English language proficiency (\$52 000.00) 	The program is very beneficial and will continue into 2019
Low level adjustment for disability	<p>Funds are provided to support students requiring additional support. This may be additional resources or the provision of a Learning Support Officer.</p> <p>\$80,924</p> <p>Additional school funds \$100,000</p>	<p>Sentral reporting is used to record all results</p> <p>School support officers are employed to give additional help in classrooms and in the playground</p> <p>School funds were added to support our students with learning needs</p> <p>Personal Learning Plans are written to support students who require additional assistance</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) \$ 42,500.00 Quality Teaching, Successful Students (QTSS) (\$42 500.00) 	Our additional staff member gave executive time to observe teachers on their stage and to give effective feedback on their teaching programs. The Quality teaching rounds were enabled through this government initiative and teachers were given the opportunity to observe others and to give and gain feedback from others..
Support for beginning teachers	<ul style="list-style-type: none"> Support for beginning teachers (\$ 4000.00) Support for beginning teachers (\$4 000.00) 	Teachers have accessed professional learning and used resources to increase expertise and confidence

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	293	312	310	302
Girls	233	254	259	264

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	97.2	96.5	97.2
1	95.9	96.4	96.4	95.9
2	95.3	96.2	97	96.5
3	96.8	96.7	97.6	95.8
4	96.2	95.6	96.9	95.3
5	95.5	96.7	96.8	96.2
6	95	94.8	96.2	95.2
All Years	95.8	96.3	96.8	96.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Non attendance is followed up by staff and executive. Parents are contacted if a note has not been received explaining the child's absence. Parents have the option to send a note to school via email or the Skoolbag APP.

Parents work with the school to formulate a plan for children who are having difficulties attending school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.88
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	2
School Administration and Support Staff	4.06

*Full Time Equivalent

We do not have any Aboriginal members in our workforce at the 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

Staff have completed Professional Learning on Numeracy with Anita Chin.

STEM training "Minds Wide Open"

Writing intensive with PETAA

Wellbeing continues to be a feature of many of our professional learning sessions

Individual teachers have attended training in reading, science, history and sport.

Four teachers gained their accreditation this year and two teachers completed their maintenance of accreditation

Financial information

Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	469,692
Revenue	5,225,481
Appropriation	4,583,220
Sale of Goods and Services	-40
Grants and Contributions	635,822
Gain and Loss	0
Other Revenue	0
Investment Income	6,479
Expenses	-5,019,578
Recurrent Expenses	-5,019,578
Employee Related	-4,359,729
Operating Expenses	-659,849
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	205,903
Balance Carried Forward	675,595

Turramurra Public School follows the processes and guidelines mandated by the Department of Education. Our finances are regularly audited and we have had no issues related to the audit in 2018.

We intend to use funds in the coming year to update aging interactive screens in classrooms, complete further playground improvements, complete external painting in areas of need and purchase resources for student use.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,816,518
Base Per Capita	110,027
Base Location	0
Other Base	3,706,491
Equity Total	190,417
Equity Aboriginal	952
Equity Socio economic	4,904
Equity Language	103,637
Equity Disability	80,924
Targeted Total	65,082
Other Total	344,527
Grand Total	4,416,544

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

78 Year 3 students completed the National Assessment Program in Literacy.

82% of students were placed in the top two bands in Reading. This was above the state average of 52%.

62% of students were placed in the top two bands in writing. This was above the state average of 45%.

78% of students were placed in the top two bands for Spelling. This was above the state average of 50%.

80% of students were placed in the top two bands for Grammar and Punctuation. This was well above the state average of 65%.

100 Year 5 students completed the National Assessment Program in Literacy.

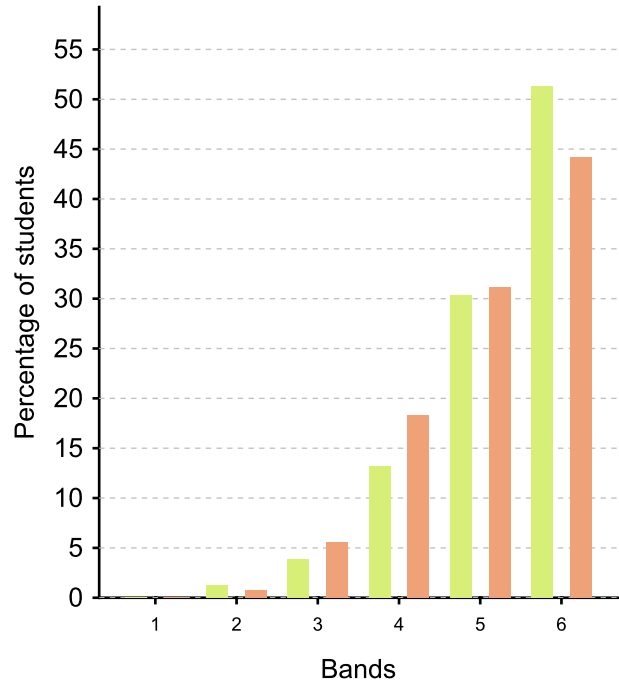
68% of students were placed in the top two bands for Reading. This was well above the state average of 35%.

27% of students were placed in the top two bands for Writing. This was above the state average of 14%.

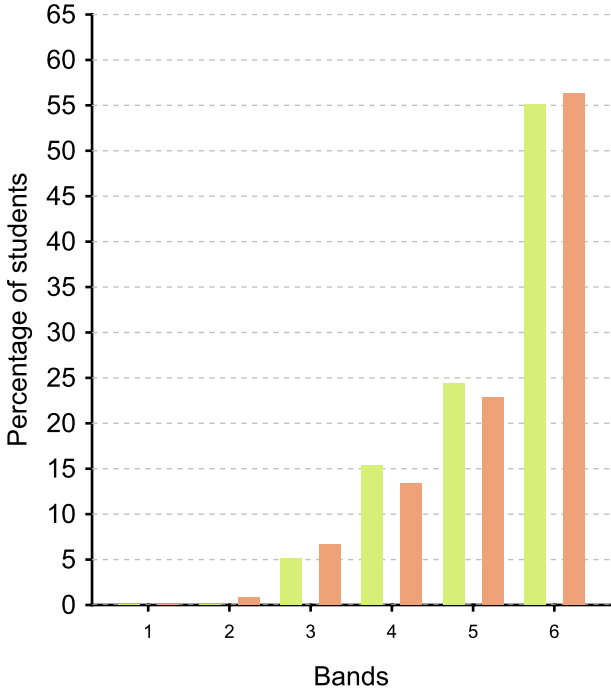
45% of students were placed in the top two bands for Spelling. This was above the state average of 36%.

57% of students were placed in the top two bands for Grammar and Punctuation. This was well above the state average of 34%.

Percentage in bands:
Year 3 Reading

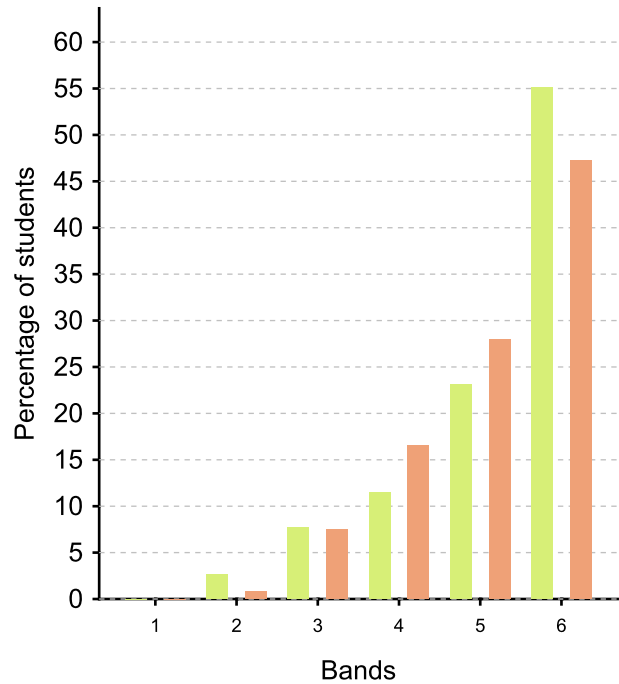


Percentage in bands:
Year 3 Grammar & Punctuation



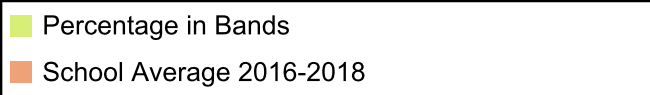
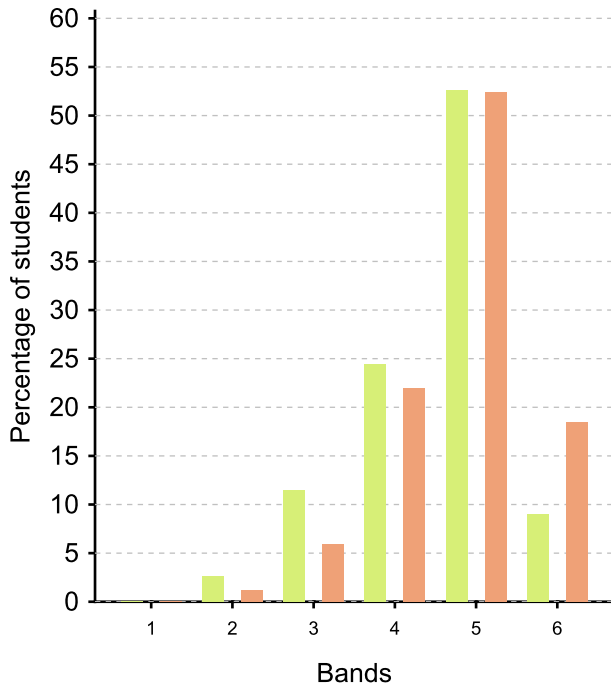
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling

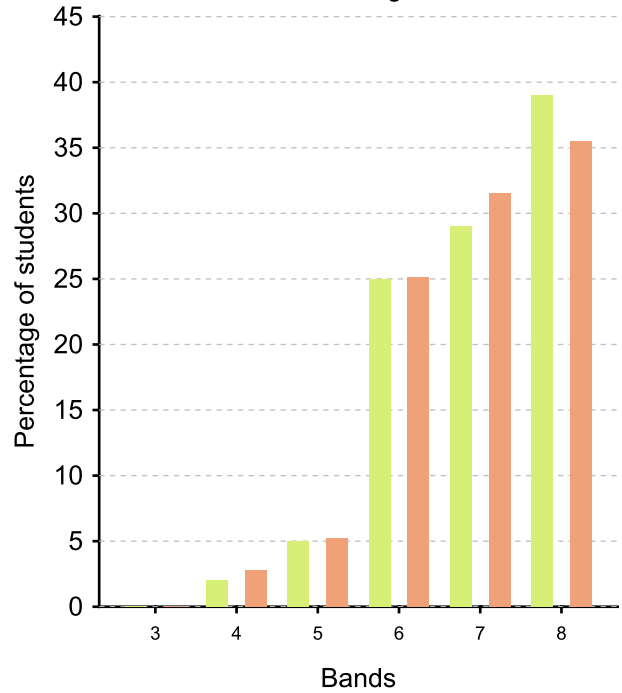


Percentage in Bands
School Average 2016-2018

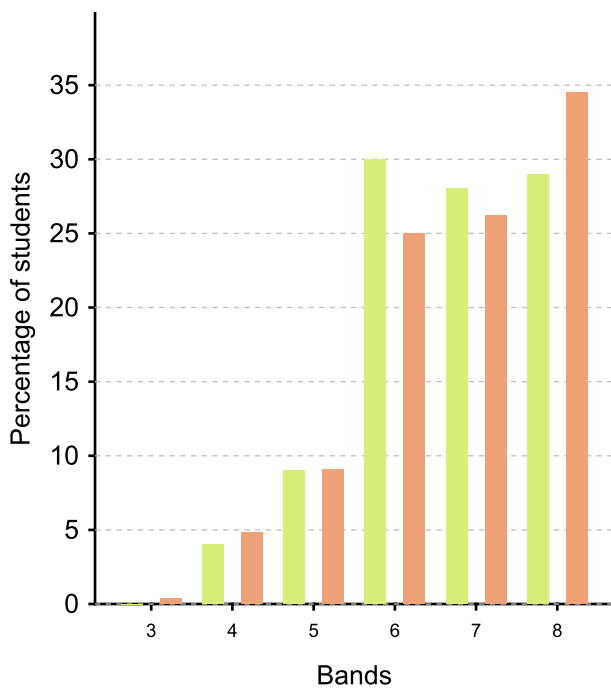
Percentage in bands:
Year 3 Writing



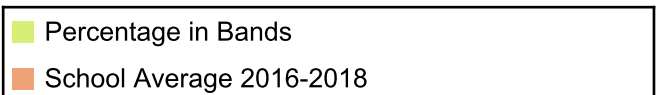
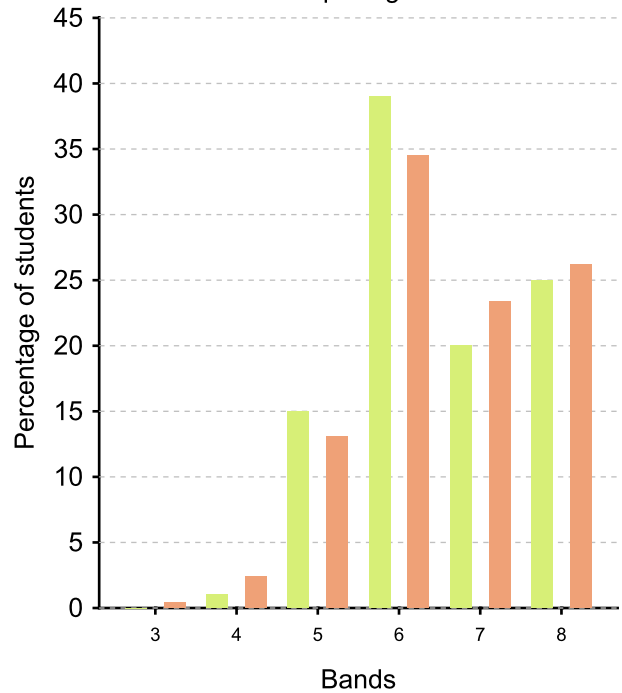
Percentage in bands:
Year 5 Reading



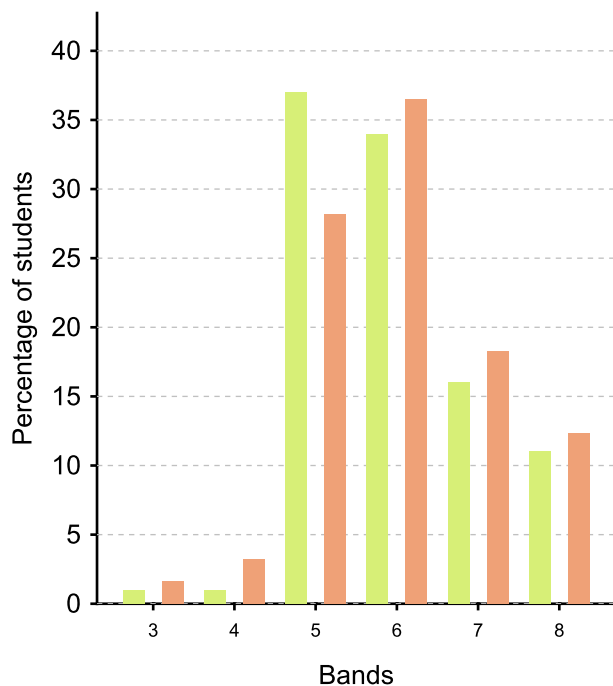
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

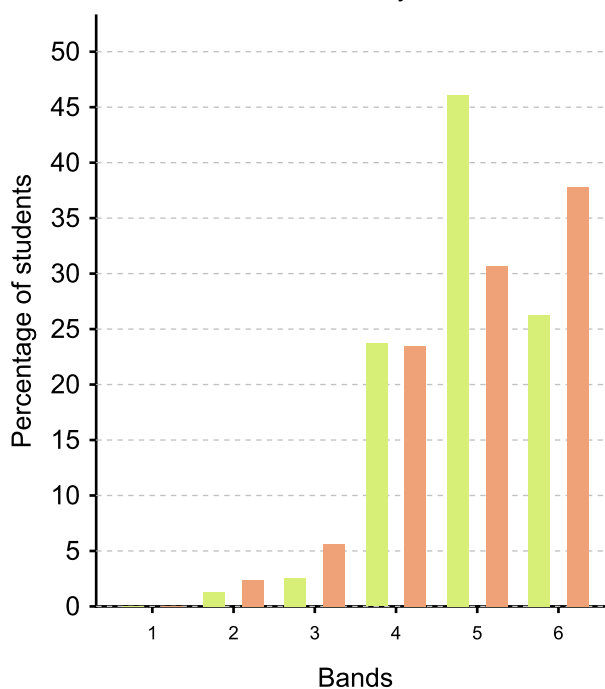


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

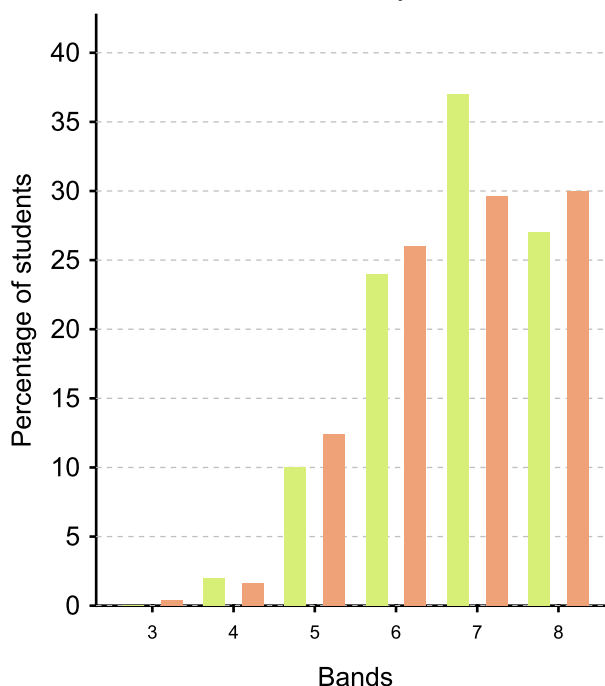
National Assessment Program Year 3 Numeracy

72% of students were placed in the top two bands for Numeracy. This was well above the state average of 41%.

National Assessment Program Year 5 Numeracy

64% of students were placed in the top two bands for Numeracy. This was well above the state average of 29%

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

Premiers priorities showed Turramurra students achieved 71% in top two bands for reading and

numeracy.

Our aim is to ensure that every student is engaged and challenges to continue to learn.

Literacy and numeracy remains a focus of our school plan.

Parent/caregiver, student, teacher satisfaction

Turramurra Public School continues to enjoy a positive relationship with parents and the broader community. In 2018, 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 survey results indicated that the staff emphasise academic skill and hold high expectations for all student to succeed.

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 teacher survey continued to celebrate the collaborative nature of our staff and the positive approach to team planning and programming as well as supporting staff wellbeing, and the sharing of resources and strategies. The staff identified school leaders as having provided guidance for monitoring students and that they are given leadership opportunities to create a safe and orderly school environment. The staff continued to identify 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

We receive a small amount of funding to support Aboriginal students in our school. These funds are used to support programs and performances that enhance our teaching programs. They are also used to purchase relevant resources for the library.

Multicultural and anti-racism education

The school has two trained ARCO teachers (anti-racism contact officers)

We celebrate many events relating to our Aboriginal heritage and the national backgrounds of our students.

We invite visiting speakers to the school for special celebrations including our intercultural visit from Chinese students in February 2018.

Our Chinese visitors spent a week in the school and participated in class with our students and shared cultural and language activities with all our students.