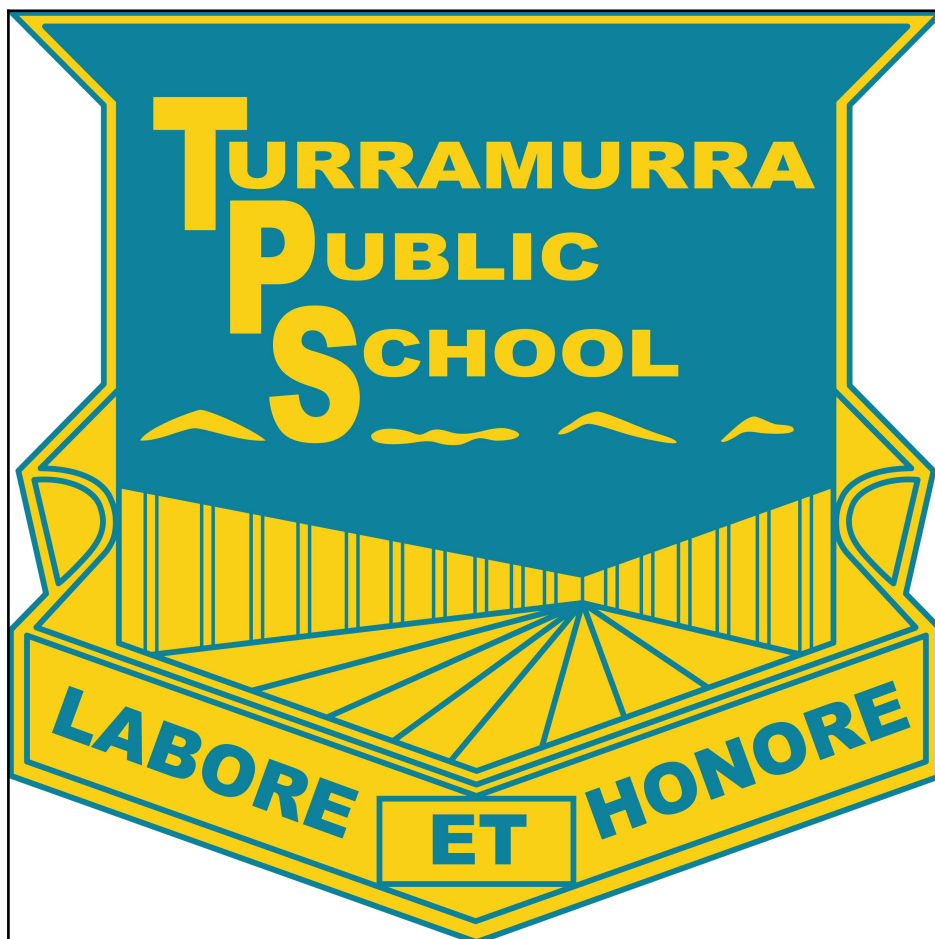


Turrumurra Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

I wish to congratulate all Turramurra staff for all that they do to support the provision of an excellent curriculum for their students and the way they ensure that every student is known, valued and cared for. They are a wonderful team and work together to ensure that the programs for your children are well planned, timely and designed with the needs of the class in mind. I can't thank them enough for all the time and extra effort they put into every day.

Thank you to our P&C members and executive who have worked so collaboratively with the school to ensure that the programs, resources and grounds are constantly improving at the school. A significant role of the P&C is working with the school to raise funds to support purchases of resources for our students. This year the P&C have funded the new 3–6 playground, new artificial turf in the K–2, many home readers and resources for our teachers. Funds are also raised for presentation day awards, year 6 farewell and stickers for teachers to name a few.

At present we are working with the OOSH committee and P&C to plan a brand new OOSH building. We have been successful with at least one grant and expect to hear about another shortly. Planning is well under way and we expect to see some developments early in the year.

Our band, dance and choral programs continue to gain accolades in the community and externally. Our continued invitation to School's spectacular is an incredible experience for our year 6 students.

Our dance groups have a wonderful week of full theatre experience each year in term 3 when they perform at Glen Street. Our dance groups have performed at a number of special events this year and will have an additional performance opportunity next week at our assemblies at school.

We continue our work with the Turramurra Learning community, with our partner high school THS and Warrawee, West Pymble, Gordon West and TPS. This is a creative partnership designed to increase the learning opportunities and educational successes of all its students. At the heart of our schools are the shared values of our community. And our students benefit from the combined expertise of our inspirational, professional teaching teams. experience.

Our teachers have completed a number of whole school training sessions to support their development as quality teachers. The staff have completed Quality Teaching rounds. All staff have trained in iPlay a very new concept in presenting a PE lesson where everyone moves for the whole lesson. We have also received training in Got It a wellbeing program that has been very successful especially in K–2. Teachers are learners too and we continually look for areas where we can increase our skill levels.

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 (PBL) 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Engaged and aspirational learners

Purpose

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

Improvement Measures

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.

Interest and motivation as reported in TTFM increased from 59% in 2018 to 68%.

93% of students report PBL supports them in their learning.

Reading targets for 2022 to improve from 77.9% to 82.9%.

Numeracy targets to improve from 72.5% to 77.5% by 2022.

Progressions have been introduced in 2019 in place of PLAN. They are an additional tool to provide evidence of progress for some of our targeted students. Progressions are not a mandatory tool but we are trialling them to determine the benefit for student data collection.

Progress towards achieving improvement measures

Process 1: Relaunch of the PBL program in 2018 to revitalise and reinforce student engagement.

Targeted intervention sessions to continue with data used to measure success.

Evaluation	Funds Expended (Resources)
Both programs have had extensive communication to all concerned. They have been shown to enhance the positive aspirations of our students for knowing the correct behaviours in the school and society. Targeted intervention has enabled students to gain self esteem in class through further reinforcing their knowledge of key aspects of literacy and numeracy, including writing.	

Process 2: Professional Development for all staff with a focus on writing and grammar, numeracy and STEM. (Minds Wide Open, Macquarie University STEM project Stage 3) Coding 2019

Evaluation	Funds Expended (Resources)
All staff attended and were very enthusiastic about this approach. Some teachers were already using the method but now all staff for 2020 will be ready for the new year. This has resulted in more efficient use of department and school resources. Other areas in this process have had good coverage and all staff are working well towards our goals.	Training Funding Sources: • school funds (\$7000.00)

Progress towards achieving improvement measures

Process 3: Staff will address the two targeted aspects in Literacy and stage identified areas in Numeracy (data generated from 2017) throughout the year based on PLAN schedule. This has been replaced by Progressions in 2019. This has a focus for 3 students in both literacy and numeracy per class and reported to whole stage to gauge progression. Whole class data collection has also been completed by some teachers.

Evaluation	Funds Expended (Resources)
Progressions are deemed to have a good and useful purpose when designing classroom activities for Literacy and numeracy.	

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

Improvement Measures

Staff TTFM Survey

Skills challenge equal to NSW standard.

Student attendance to improve to 97.8% by 2022.

Students achieving expected growth in numeracy to increase to 77.5%.

Students achieving expected growth in reading to increase to 82.9%.

Teachers – Differentiation is a feature in all teachers' programs

Teachers are aware of targets for reading and numeracy and are proactive about assisting their students to achieve these .

Progress towards achieving improvement measures

Process 1: Professional development targeted at teaching Writing and Numeracy with the use of data to support progress goals.

The use of SCOUT data and other internal measures are used to enhance student numeracy and literacy outcomes

Evaluation	Funds Expended (Resources)
End of year assessments have been used to gather data for sharing and analysis to see how our targets have progressed.	

Process 2: Teachers Professional development plans focused on differentiation to support children in their learning.

Teachers to add proficiency with iPlay and Progressions knowledge to enhance their practice.

Evaluation	Funds Expended (Resources)
All teachers report they feel they have gained competency when differentiating for their classes. This will need to remain a focus for 2020.	

Process 3: Quality Teaching Rounds to continue with all staff completing by end of 2020

Evaluation	Funds Expended (Resources)
Quality teaching rounds have been very successful. 92% of staff have participated and all have reported the benefit they found in participating.	Funding Sources: • School Funds (\$4000.00)

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.

Improvement Measures

Staff TTFM survey in relation to leadership questions

Student results in the TTFM survey show an increase in the area of wellbeing to 94.5%

Roles and responsibilities chart reflects increase in participation

Increased interest and application in HAT and Lead teachers

Progress towards achieving improvement measures

Process 1: Executive Team completes School Leadership and Management Credential (Module 3).

Executive team will attend Learning Sprints PL with the aim of leading their team (2020)

Evaluation	Funds Expended (Resources)
Completion of Leadership credential has been encouraged for school executive and will be encouraged in 2020	

Process 2: Professional development available to develop leadership.

Evaluation	Funds Expended (Resources)
Professional development for all staff has assisted in keeping programs on track and enabling teachers to lead in areas they otherwise may not have.	

Process 3: Assistant Principals discuss leadership goals with teachers on their stage and implement into PDP and roles and responsibilities within the school.

Evaluation	Funds Expended (Resources)
Provision of observation and mentoring time through QTSS funding has been very successful. Teachers have appreciated the additional support they have been able to access through the AP support network.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$50000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		Students who attend EALD are monitored closely, especially in NAPLAN to ensure they are making expected progress. A focus on areas of need, especially writing and grammar, remains a top priority.
Low level adjustment for disability		Semester 2 reporting period show progress for all students who have had the support of an SLSO. Program has been successful. SLSO program to continue in 2020.
Quality Teaching, Successful Students (QTSS)		QT rounds have been very successful in assisting further development of expertise for our teachers. We will offer further rounds in 2020 to support our staff to continue to grow.
Support for beginning teachers		The beginning teacher funds have been a very useful source to provide time for teachers to collaborate and find their way in a busy school. The increase in confidence and completion of all requirements has been very well addressed by all teachers in their first years of teaching.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	312	310	302	296
Girls	254	259	264	274

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.2	96.5	97.2	96.3
1	96.4	96.4	95.9	95.7
2	96.2	97	96.5	96
3	96.7	97.6	95.8	96
4	95.6	96.9	95.3	95.4
5	96.7	96.8	96.2	95.9
6	94.8	96.2	95.2	95.1
All Years	96.3	96.8	96.1	95.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.85
Teacher of Reading Recovery	0.4
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	675,595
Revenue	5,363,733
Appropriation	4,733,315
Sale of Goods and Services	-1,462
Grants and contributions	624,829
Investment income	6,950
Other revenue	100
Expenses	-5,128,097
Employee related	-4,437,439
Operating expenses	-690,658
Surplus / deficit for the year	235,636

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	86,621
Equity Total	188,158
Equity - Aboriginal	1,334
Equity - Socio-economic	3,597
Equity - Language	97,983
Equity - Disability	85,244
Base Total	3,866,779
Base - Per Capita	132,805
Base - Location	0
Base - Other	3,733,974
Other Total	518,294
Grand Total	4,659,852

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Turramurra Public School continues to enjoy a positive relationship with parents and the broader community. In Term Four, students in Year Four to Six, all parents and teachers were invited to participate in an online survey to ascertain their satisfaction with school procedures and initiatives.

The percentage of the students at TPS who try hard to succeed in their learning was above the NSW Government norms. 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. Students continue to find classroom instruction relevant to their every day lives. The survey results indicated that the staff emphasis academic skill and hold high expectations for all student to succeed.

The parent survey highlighted that parents continue to feel welcome at the school and that their children are encouraged to do their best. Parents identified that the school supports learning. 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. A high percentage of parents agreed that Turramurra Public School is a good school which is friendly, tolerant and accepting of all.

Results from the teacher survey continue 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 continuing to provide 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 and the use a range of teaching strategies by providing challenging and visible goals for students. Turramurra Public School has a strong focus on literacy and numeracy, and offers a range of initiatives led by the teachers that enrich learning including STEM, performing arts and sport.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.