Turramurra High School

2019 Annual Report

8435

Introduction

The Annual Report for 2019 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.

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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 (1220 students, including 38% from a non–English speaking background), is a comprehensive, coeducational high school. The school promotes a culture across the whole school community that fosters creativity, collaboration, communication and critical reflection. 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 (secondary schools) and the Turramurra Learning Community (primary schools). It has strong relationships with our local community, our university partners and has a sister school agreement with schools in Japan. The school currently offers an International Students Program in Years 10 – 12.

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

Strategic Direction 1

Assessment & Reporting

Purpose

To transform assessment and reporting practices so that they enable students to engage with their learning journey with greater self–awareness, skill and advocacy.

Improvement Measures

Report comments are:

– reflective of professional observation and student attitude rather than on student mark or rank

– focused on student improvement

Assessment criteria:

– are focused on skill rather than content

– include measures related to student co–construction and leadership of learning

Type of assessment tasks are reflective of the principles of 4C's Transformative learning priority area.

We assess what we value.

Assessment schedule is not dictated by reporting schedule.

Overall summary of progress

In 2019 the school made significant progress in the area of assessment and reporting. Professional learning time was allocated to changing the school's approach to assessment. School Development Day Term 2 had an assessment focus, specifically looking at differentiation and adjustments for students with additional learning support needs. An executive project team and a Transformative Learning Professional Learning (TLPL) team worked throughout the year on the development of a 4Cs assessment rubric. This was presented at our staff Twilight Bazaar in Term 4 and will be implemented in 2020 by teachers and students. The Year 7 reports included, for the first time, a student self–reflection page with a focus on the student's progress in development of learning dispositions. The Learning Disposition Wheel was used at Student Performance Review evening to enrich the discussion between teachers, parents and students, deepening the understanding of learning. In Term 4, all Year 7 students participated in student led conferences. These were scaffolded discussions in which students presented artifacts to showcase their learning through the year.

Progress towards achieving improvement measures

Process 1: Professional learning focused on assessment of and for 4Cs learning.

Evaluation	Funds Expended (Resources)
• Executive project team and then TLPL team worked on development of a 4Cs assessment rubric during the year and presented at Twilight Bazaar in Term 4. This was given positive feedback by staff and will be implemented in 2020. • Staff engaging with learning dispositions wheel as a tool to increase understanding of 4Cs learning skills. Some incorporation into assessment tasks of assessment of these dispositions.	• Dedicated time in regular school professional learning meetings, twilights and school development days. • School professional learning funding.. • Funding from P&C for staff professional learning in 4Cs.

Process 2: Development of frameworks and practices which support explicit assessment of learning dispositions.

Evaluation	Funds Expended (Resources)
• 4Cs assessment rubric completed and presented to staff. In 2020 this will	• TLPL team used regular

Progress towards achieving improvement measures	
be implemented in assessment practices. • Student self–assessment and reflection practices were supported for Year 7 by activities in 4Cs classes..	professional learning meeting time. • Timetabled lesson time in Year 7.

Process 3: To review and revise our procedures and proformas for reporting and the acknowledgement of student success. This will include introducing student–led conferences.

Evaluation	Funds Expended (Resources)
• Student led conferences in Year 7 – Assessment criteria was used effectively by conference facilitators (teachers) to assess presentation and student understanding and engagement with learning processes. Positive feedback from all stakeholders.	• Staff planning time for this initiative funded from school professional learning funds.

Strategic Direction 2

4Cs Transformative Learning

Purpose

To embed a culture enabling the development of creativity, critical reflection, collaboration and communication through focus on learning dispositions. To change the learning culture of the school where students, staff and parents are empowered through transformative learning.

Improvement Measures

Improvement in Student attendance data and a reduction in truancy.

Assessment and reporting processes are reflective of 4C's Learning

A reduction in the number of faculty warning letters issued for senior courses.

Staff and student survey on 4C's transformative learning indicates improved understanding over time.

4Cs pedagogies being used in classes. Students engaged in communication, collaboration and reflection activities.

Improvement in student engagment will be reflected in a reduction in negative entries on Sentral.

Overall summary of progress

In 2019 the school took a number of steps to embed 4Cs Transformative Learning in teaching and learning as well as in team processes and leadership practices. We continued to work closely with academic partners from the 4Cs Transformative Learning team, particularly with the G6 strategy team and the school executive., with a strong focus on strategic embedding of 4Cs Transformative Learning across the school.

A significant achievement for the year was the implementation of the Reimagined Year 7 program. At the start of Term 1 Year 7 participated in an Immersion Week program which was an intensive introduction to high school and included 4Cs activities and the learning dispositions wheel. Throughout 2019, Year 7 had timetabled lessons on 4Cs learning skills. This led to a student self–reflection page included in the year 7 reports and a student led conference for all Year 7 students in Term 4.

School Development Day in Term 3 included a session in which staff shared teaching activities and collaborated to transform them to incorporate 4Cs activities. Formal and informal opportunities were provided for staff to learn from each other including team teaching and observations. 4Cs practices were increasingly used by staff and student teams in facilitating planning and decision making processes.

Professional learning occurred in a variety of forms at a number of levels, including leadership learning for executive, a second group of teachers undergoing a ten session introduction to 4Cs Transformative Learning and regular meetings of TLPL teams. Our Twilight Bazaar in Term 4 was a celebration of staff projects which teams had worked on through the year, all with an aspect of transformation of processes or pedagogical practices.

Progress towards achieving improvement measures

Process 1: Through engagement in the 'Schools of the Future 2.0' program, embedding of 4C's learning is strategically planned and implemented.

Evaluation	Funds Expended (Resources)
• Successful implementation of Year 7 program. Very positive feedback from all stakeholders. • Significant reduction in welfare and discipline referrals for Year 7, indicating the value of the approach taken to improve communication. wellbeing and focus on learning dispositions.	• Time allocated for teachers to meet and plan. • $50,000 from P&C to support staff professional learning.

Process 2: Leadership learning supported by academic partners. (Strategic leadership group and whole executive)

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
• G6 group allowed for a more distributed leadership structure, increased leadership density and more effective strategic oversight of implementation of 4Cs Transformative Learning across the school and better change management practices. The effectiveness was limited by lack of stability in the size and membership of the team, however the overall outcomes were very positive. • Embedding 4Cs practices into the way the G6 team worked together internally and with other teams drove improvements in the leadership skills in leaders across the school. • Further work is needed in identifying and creating more coherent processes for specific leadership actions, for example decision making processes.	• Funding for 4Cs Transformative Learning academic partners to work with leadership team. Joint funding by P&C and school professional learning.

Process 3:   Professional learning is differentiated for various levels of ability and confidence. It includes self–directed as well as collaborative processes.

Evaluation	**Funds Expended (Resources)**
• Evidence of increasing teacher skills in use of 4Cs techniques in classes across school. • TLPL Bazaar showcased teachers' development of 4Cs projects and skills.	• Use of school professional learning funds for release time for teams and individuals to develop skills and programs. • Includes part of $50,000 P&C funding to support professional learning.

Process 4:   Re–imagining Year 7 for 2019. Structures and classroom practices allow for every student to be known an enable transformative learning.

Evaluation	**Funds Expended (Resources)**
• Students benefited greatly from the various events and programs within the Re–Imagining Year 7 program. These activities improved communication and fostered understanding. • Classroom practices across the year incorporated a focus on learning dispositions and communication skills, which supported students being known, valued and cared for.	• Timetabled lessons • planning time, release for team members funded through P&C support fund.

Process 5:   Re–designing and modification of school structures to enable implementation of transformative learning across the whole school.

Evaluation	**Funds Expended (Resources)**
• Planning for Year 8 program, a follow on from Re–imagining Year 7 began in Term 3. A team worked on an evaluation of the Year 7 program and used this to inform the Year 8 program. Program completed and ready for implementation in 2020. • A review of curriculum balance and structure of the school day was completed in order to allow space in the timetable for Year 8 4Cs transformative learning lessons. Decisions made which opened the way for the program to be able to go ahead.	• Professional learning funds and P&C funds support release time for staff to plan and learn 4Cs Transformative Learning skills.

Strategic Direction 3

Wellbeing

Purpose

Optimum wellbeing is multidimensional. It includes, but is not limited to, physical, social, emotional, cognitive and spiritual wellbeing. By proactively supporting our school community to develop wellbeing, we create an environment which enhances the potential for individual, school and community growth.

Improvement Measures

DoE Wellbeing self–assessment tool used to establish baseline data and assess improvement at annual intervals.

Improvement in student and staff attendance data.

Reduction in student suspensions and negative entries on Sentral database.

'Tell Them from Me' data indicates improved sense of student engagement and wellbeing

Overall summary of progress

Student and staff wellbeing continue to be central to the approach the school has, with an understanding that wellbeing is a key factor in the development of resilience in learners. Support for student wellbeing took a variety of forms including programs for specific students and whole year groups. A number of parent information sessions were held during the year which addressed a variety of current issues.

Our Student Wellbeing Support Officer increased the scope of her work to include a wide range of wellbeing needs with identified groups of students. She worked with the welfare team to ensure that issues arising among the student body could be responded to holistically.

We strengthened our links to external organisations to further support individual students, including students at risk. Special programs for disengaged learners, transition support and in–school programs were accessed.

At the beginning of Term 1, Year 7 participated in an immersion week. This supported social cohesion, communication and led to a greater sense of inclusion and understanding among the cohort. Timetabled lessons on social and emotional wellbeing learning were introduced for Year 7. These initiatives have been highly successful, with very positive feedback from stakeholders and a measurable drop in negative wellbeing referrals.

An executive project team worked on plans for raising school and house spirit. A number of initiatives were planned and resourced for implementation in 2020.

Professional learning was designed so that staff wellbeing was supported. Staff set their goals through the PDP process and from this they formed teams to work on shared goals in a project format. The outcomes of staff learning were showcased in our Twilight Bazaar during Term 4.

Next steps will include evaluation and review of student management and monitoring processes.

Progress towards achieving improvement measures

Process 1: Complete evaluation and revision of PBEL and student management processes.

Evaluation	Funds Expended (Resources)
Evaluation and review of student management processes will be a priority in 2020.	

Process 2: Redesigning and modification of school structures to enable implementation of social and emotional wellbeing programs.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
• Year 7 Immersion Week and introduction of Year 7 timetabled lessons covering social and emotional learning. These initiatives were highly successful and contributed to a measurable improvement in positive wellbeing outcomes. • Deepening and broadening of the role of Student Wellbeing Support Officer increased effectiveness of targeted support for at risk students. • Plans for re–invigoration of house spirit well developed, ready for implementation in 2020. • Staff given choice in developing their own professional learning teams and priorities. Staff appreciated the opportunity to work with colleagues in a collaborative, productive and supportive environment. • Student management processes to be reviewed in 2020 and aligned with 4Cs Transformative Learning practices.	• Staff professional learning funds provided to support teams of teachers to be trained. • Ongoing planning by implementation team. Release time funded through 4Cs P&C funding.

Process 3: Transforming school processes so that staff and students are empowered as agents of their own development and have opportunities as partners in achieving school goals.

Evaluation	Funds Expended (Resources)
• The Learning Disposition Wheel was used extensively to frame discussions and activities throughout the school. It led to a • Re–imagining Year 7 program had a strong emphasis on building student understanding of themselves as learners and agents of their own development. The success of this was seen in the self–assessment report comments, with a deep engagement in the process by students. • Year 7 students collaborated with staff in the planning team for Re–Imagining Year 8 2020. Their input was highly valued by staff members, contributing to a well–planned program for Year 8. • Transformative Learning Professional Learning (TLPL) teams gave staff the opportunity to collaborate with colleagues on professional learning projects of their choice. • Professional learning in 4Cs Transformative Learning was tailored so that there were multiple entry points for staff. This allowed staff to engage in a manner and to the extent that would be most beneficial and effective.	• School professional learning funds and P&C funds. • 4Cs Transformative Learning academic partners worked with groups to support staff learning and planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2947	Indigenous Student Mentor worked with students and families to develop Personal Learning and Support Plans. Students well supported with goal setting process and monitoring. Empowered to access resources available at the school such as homework centre.
English language proficiency	$240,452	• All EAL/D students are regularly assessed to check progress with English language proficiency. • Teachers aware of EAL/D students and their needs. Teachers are supported to implement EAL/D teaching approaches in teaching all classes.
Low level adjustment for disability	$146,519	• Students with additional learning needs successfully supported through a holistic, integrated approach to learning and wellbeing support. • Personal Learning and Support Plans developed and maintained. Communication between all stakeholders was transparent and focused on student needs. • Disability Provisions process ensured that applications were successful for all eligible students.
Socio–economic background	$25,296	• Students from low socio–economic backgrounds able to participate fully in school programs. • Wellbeing programs in place to specifically address particular needs of students.
Support for beginning teachers	$55,465	• Funded beginning teachers have opportunities to work closely with mentor teachers, attend professional learning events, release time to compile body of evidence for accreditation. • Professional learning through external providers including KLA specific associations.
Assessment and rerporting	• Use of professional learning time. • Release time for planning provided through Professional Learning budget and P&C funding.	• Development of rubrics for assessment of learning dispositions were completed and presented to staff. They will be used in implementing changes to assessment practices in 2020. • Year 7 reports included a student self–evaluation of learning page. Well received by parents and gave insight into student learning development. • Learning disposition wheel used broadly across the school. At Student Performance Review Evening, students were invited to lead the discussion with parents and teachers with reference to the learning disposition wheel. • All students in Year 7 participated in student–led conferences with parents and teachers. Assessment criteria were used effectively by conference facilitators. Positive feedback from all stakeholders.
4C's Transformative Learning	• Academic partners from 4Cs Transformative Learning team.	• 4Cs Transformative Learning team supported leadership development, strategic planning and pedagogical learning for staff.

| 4C's Transformative Learning | • $50,000 funding from P&C.
• Professional learning funds from school budget. Release time for staff for planning and learning.
• Professional learning and planning time including School Development Days, Twilight sessions and regular PL meetings. | Various teams of staff given opportunities for 4Cs learning.
• G6 strategic planning team strategically planned and implemented 4Cs learning across the school. This team developed in scope through the year. Would have benefited from more stability in membership.
• Year 7 Recognition Breakfast and P&C presentations showcased student learning as well as increasing understanding of 4Cs Transformative Learning.
• Learning disposition wheel used extensively to increase quality of discussions on students learning.
• Transformative Learning approach used by teacher teams to transform ways of collaborating and communicating. Critical reflection embedded in student and teacher practice.
• Significant reduction in welfare and discipline referrals for year 7, indicating the value of the 4Cs approach to improving communication.
• Term 4 staff Twilight Bazaar showcased staff learning and collaboration outcomes through the year.
• Staff attended network days at schools involved in the 4Cs network of schools. Idea sharing and valuable connections made.
• Curriculum and day structure modified to allow for planned 2020 implementation of 4Cs lessons in Year 8 timetable. Consultation and decision making process was transparent and thorough. |
| **Wellbeing** | • School professional learning funds.
• P&C funding.
• 4Cs transformative learning academic partners working with groups of staff.
• Release time for planning and learning for staff. | • Highly successful introduction of Year 7 transformative learning program which contributed to measurable improvement in wellbeing indicators.
• Staff formed professional learning teams (TLPL) of their own choice and worked on shared goals. The Twilight bazaar in Term 4 was very positively received. Staff work and learning acknowledged and valued.
• Professional learning in 4Cs Transformative Learning was tailored so that there were multiple entry points for staff. This allowed staff to engage in a manner and to the extent that would be most beneficial and effective.
• House Spirit plans completed for introduction in 2020.
• Year 7 students collaborated with staff in the planning team for Re–Imagining Year 8 2020. Their input was highly valued by staff members, contributing to a well–planned program for Year 8. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	708	692	697	676
Girls	556	551	551	531

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	95.8	97	95.6	94.4
8	94.4	94.7	94	93.1
9	94.4	94.2	92.5	92.3
10	94.7	93.5	93.4	91.5
11	95.3	94.6	91.6	92.5
12	95	95.6	91.2	94
All Years	94.9	94.9	93	92.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	1	1	5
TAFE entry	1	2	7
University Entry	n/a	n/a	80
Other	0	0	3
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

15.34% of Year 12 students at Turramurra High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Turramurra High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	60
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	1.8
School Counsellor	1.2
School Administration and Support Staff	14.77
Other Positions	1

*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	1,267,910
Revenue	13,750,403
Appropriation	12,269,738
Sale of Goods and Services	70,466
Grants and contributions	1,242,953
Investment income	7,914
Other revenue	159,332
Expenses	-13,540,388
Employee related	-11,724,380
Operating expenses	-1,816,008
Surplus / deficit for the year	210,015

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	339,271
Equity Total	415,213
Equity - Aboriginal	2,947
Equity - Socio-economic	25,296
Equity - Language	240,452
Equity - Disability	146,519
Base Total	10,651,940
Base - Per Capita	292,805
Base - Location	0
Base - Other	10,359,135
Other Total	477,285
Grand Total	11,883,708

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.
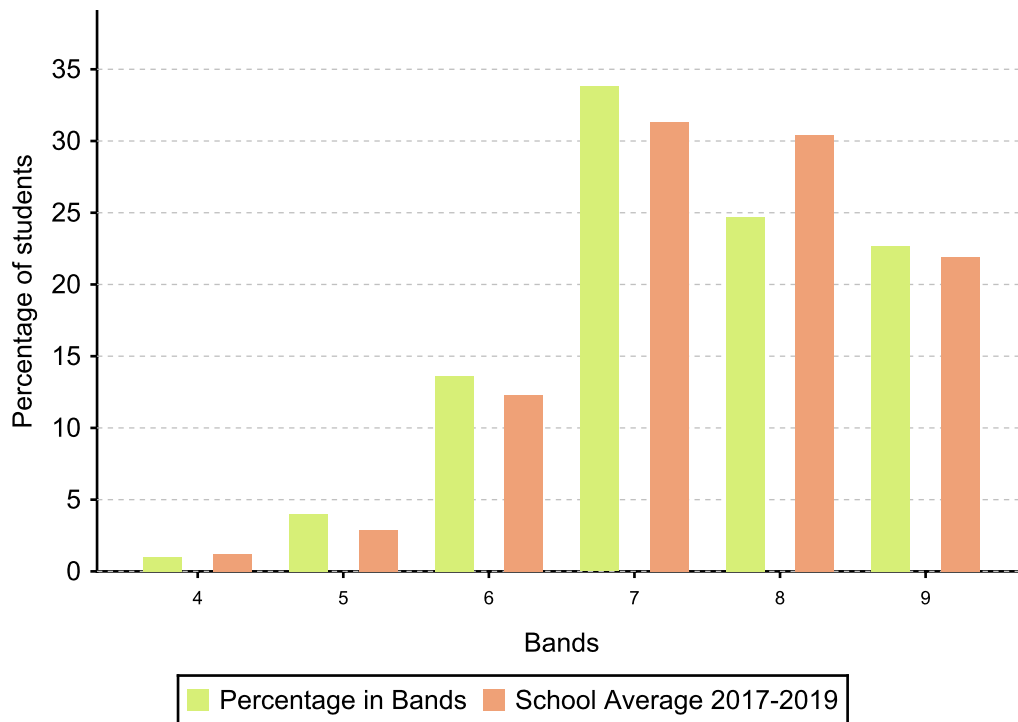
Literacy and Numeracy Graphs

Percentage in bands:

Year 7 Grammar & Punctuation
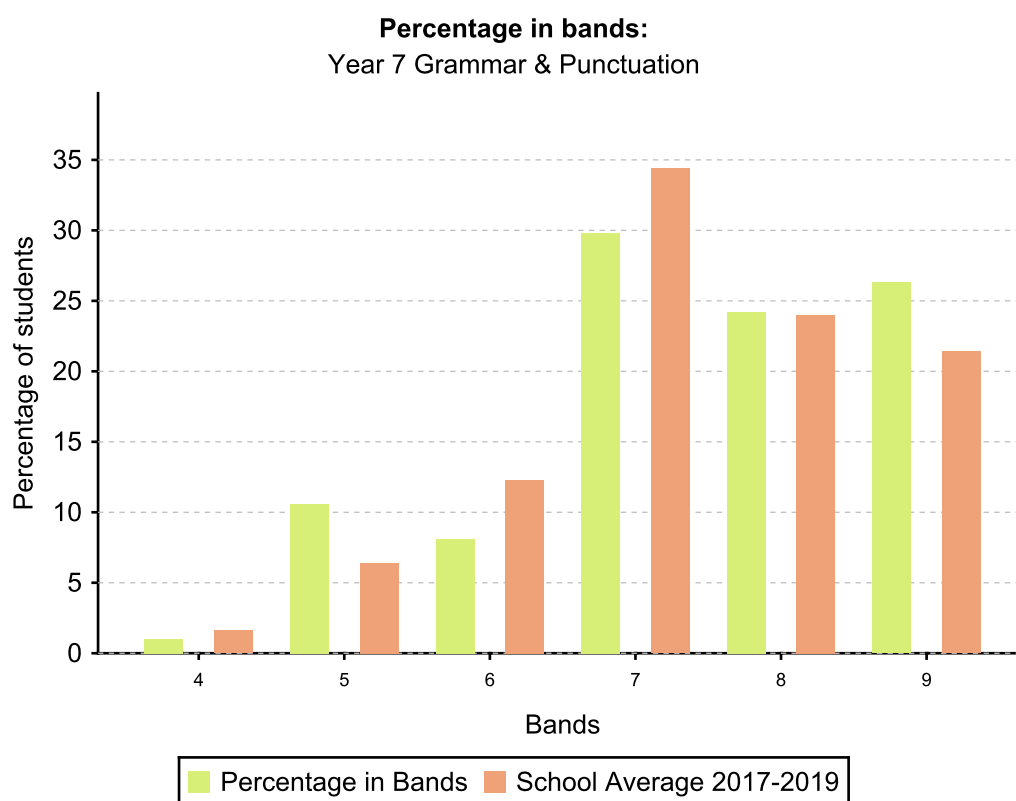
Band	4	5	6	7	8	9
Percentage of students	1.0	10.6	8.1	29.8	24.2	26.3
School avg 2017-2019	1.6	6.4	12.3	34.4	24	21.4

Percentage in bands:
Year 7 Reading
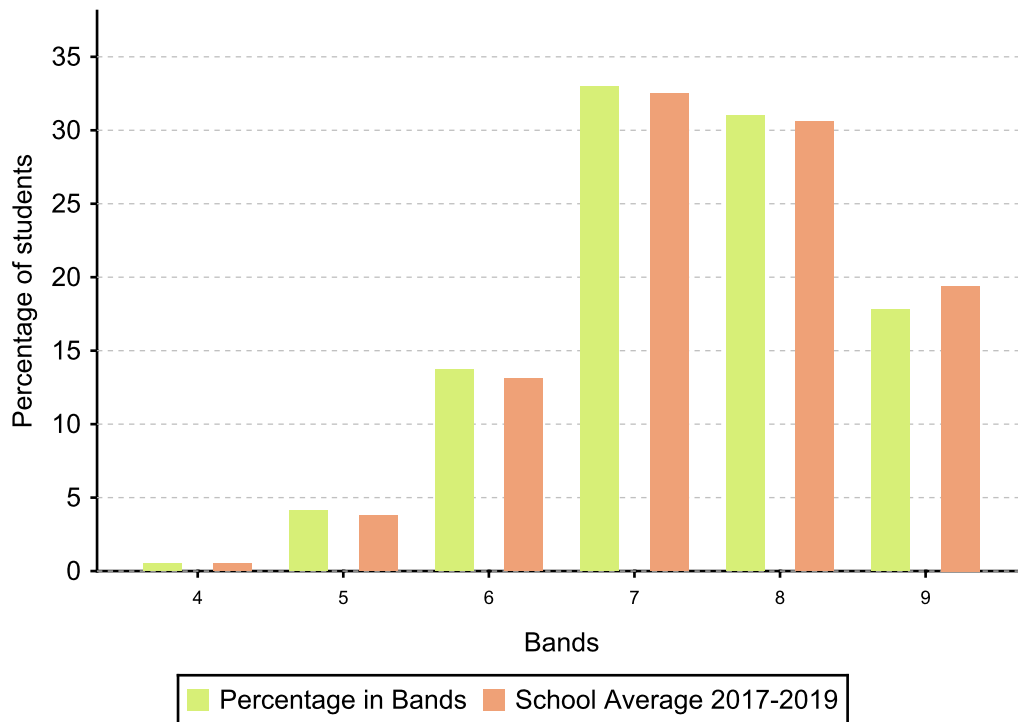
Band	4	5	6	7	8	9
Percentage of students	0.5	4.1	13.7	33.0	31.0	17.8
School avg 2017-2019	0.5	3.8	13.1	32.5	30.6	19.4

Percentage in bands:
Year 7 Spelling

Band	4	5	6	7	8	9
Percentage of students	1.0	4.0	13.6	33.8	24.7	22.7
School avg 2017-2019	1.2	2.9	12.3	31.3	30.4	21.9

Percentage in bands:
Year 7 Writing
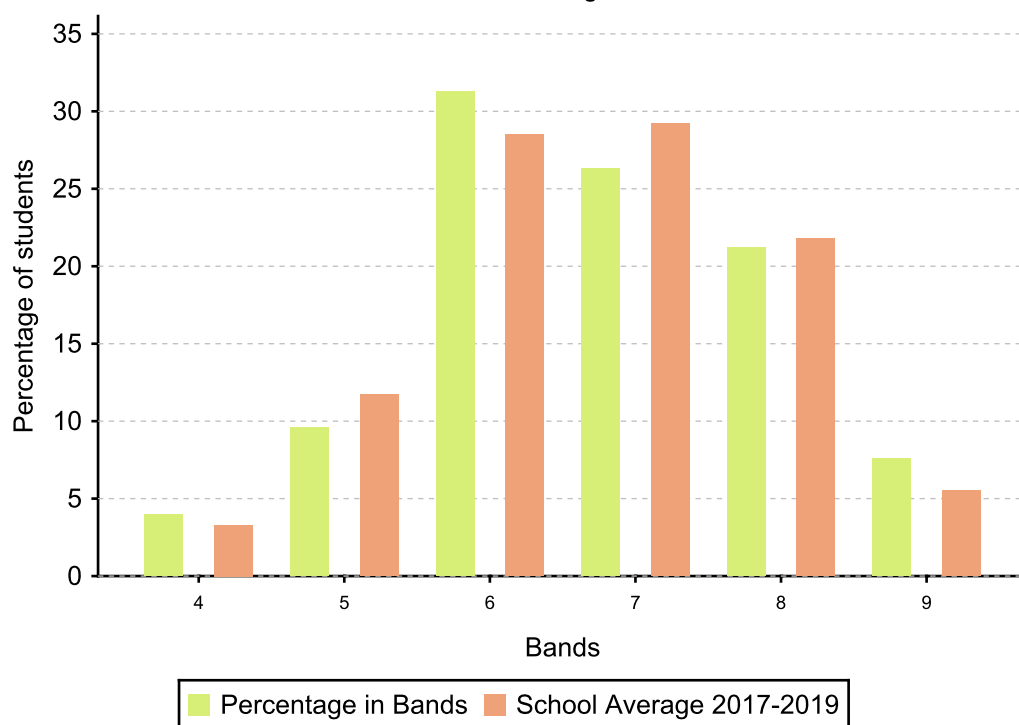
Band	4	5	6	7	8	9
Percentage of students	4.0	9.6	31.3	26.3	21.2	7.6
School avg 2017-2019	3.3	11.7	28.5	29.2	21.8	5.5

Percentage in bands:
Year 9 Grammar & Punctuation
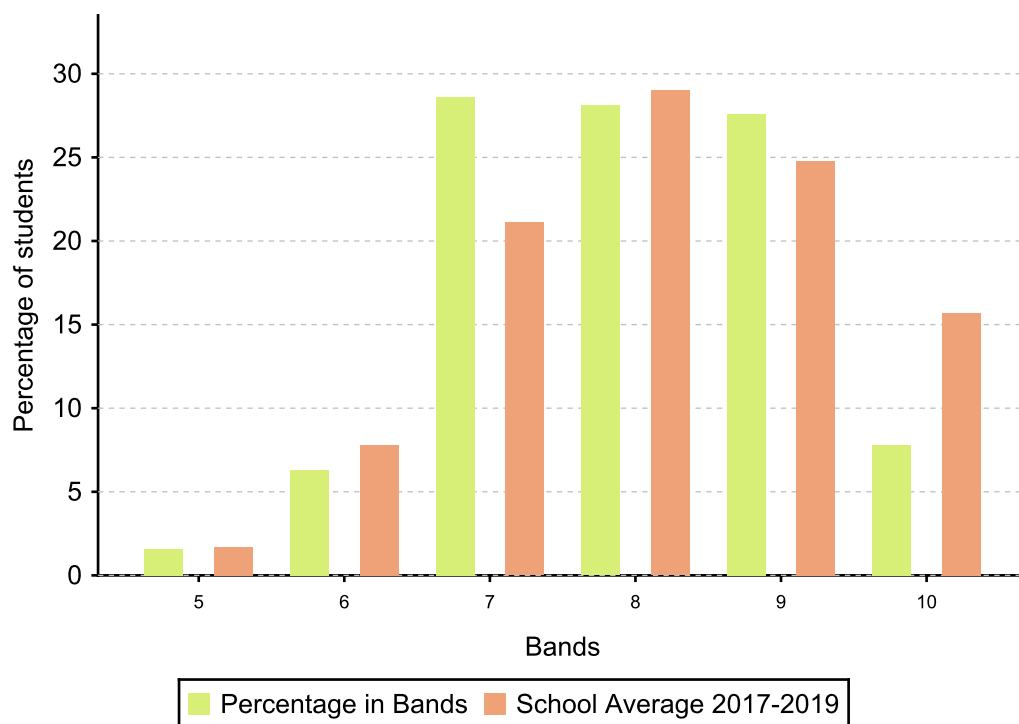
Band	5	6	7	8	9	10
Percentage of students	1.6	6.3	28.6	28.1	27.6	7.8
School avg 2017-2019	1.7	7.8	21.1	29	24.8	15.7

Percentage in bands:
Year 9 Reading
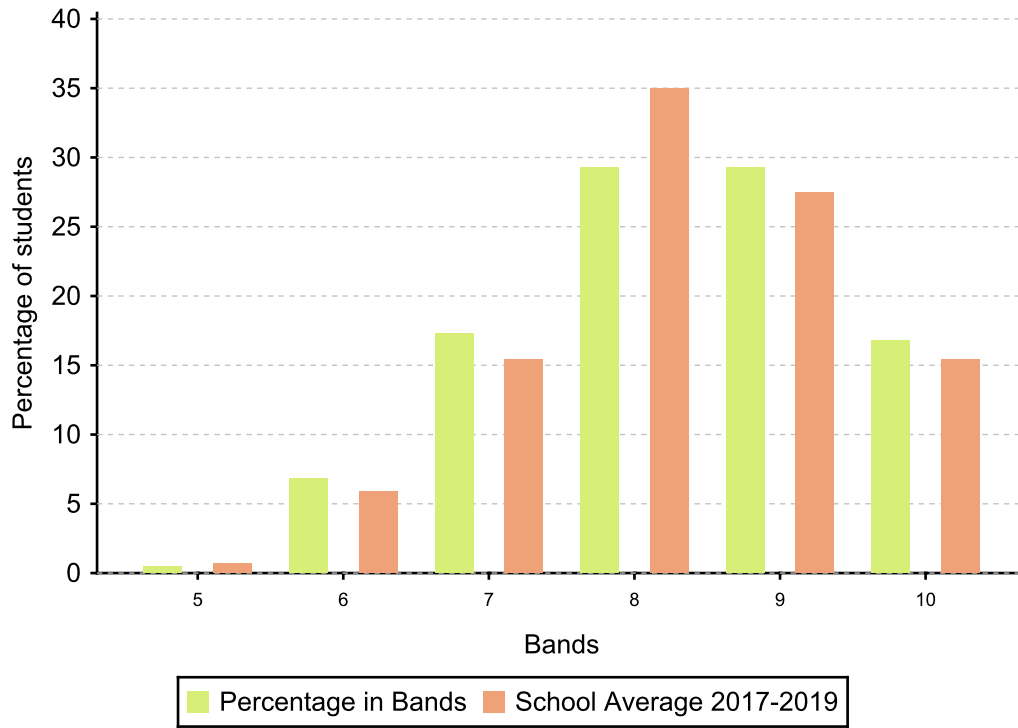
Band	5	6	7	8	9	10
Percentage of students	0.5	6.8	17.3	29.3	29.3	16.8
School avg 2017-2019	0.7	5.9	15.4	35	27.5	15.4

Percentage in bands:
Year 9 Spelling
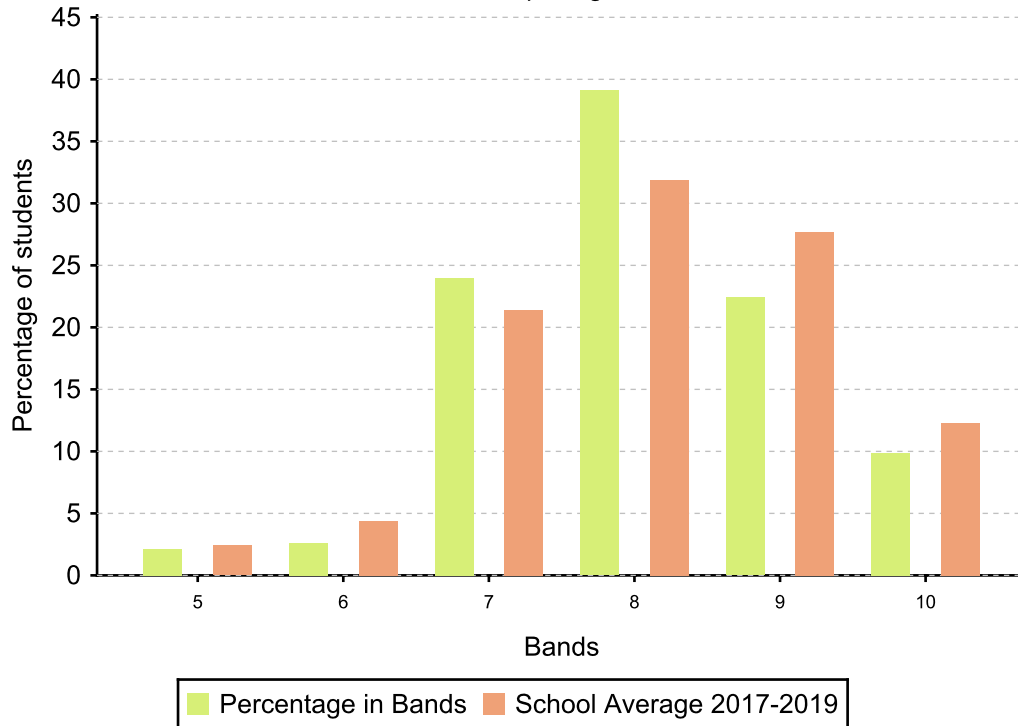
Band	5	6	7	8	9	10
Percentage of students	2.1	2.6	24.0	39.1	22.4	9.9
School avg 2017-2019	2.4	4.4	21.4	31.9	27.7	12.3

Percentage in bands:
Year 9 Writing
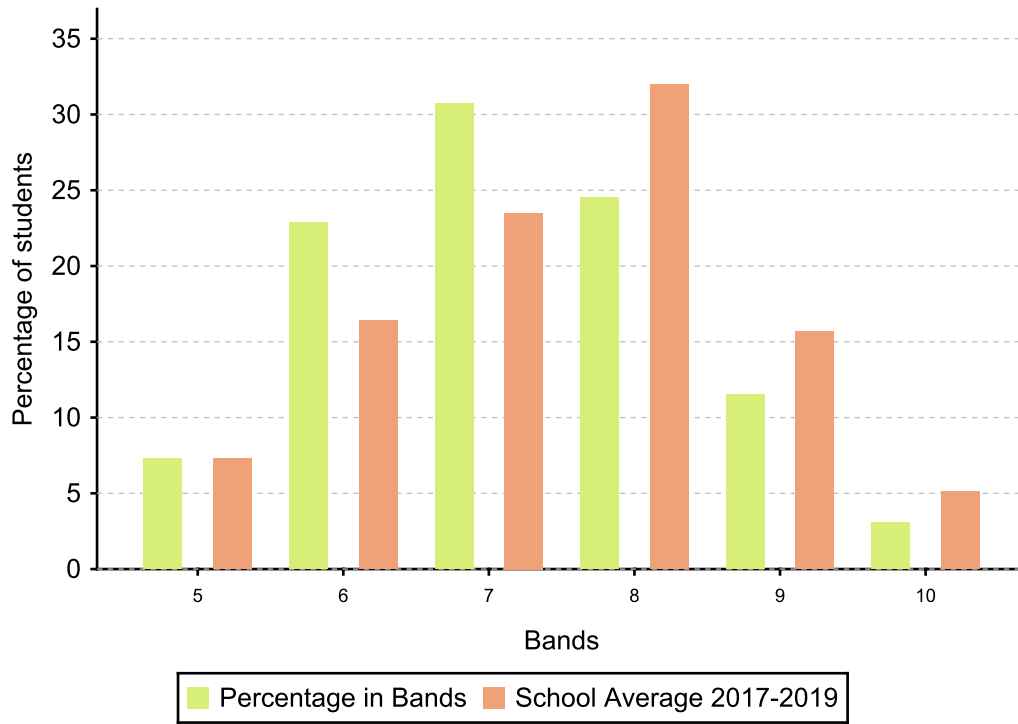
Band	5	6	7	8	9	10
Percentage of students	7.3	22.9	30.7	24.5	11.5	3.1
School avg 2017-2019	7.3	16.4	23.5	32	15.7	5.1

Percentage in bands:
Year 7 Numeracy
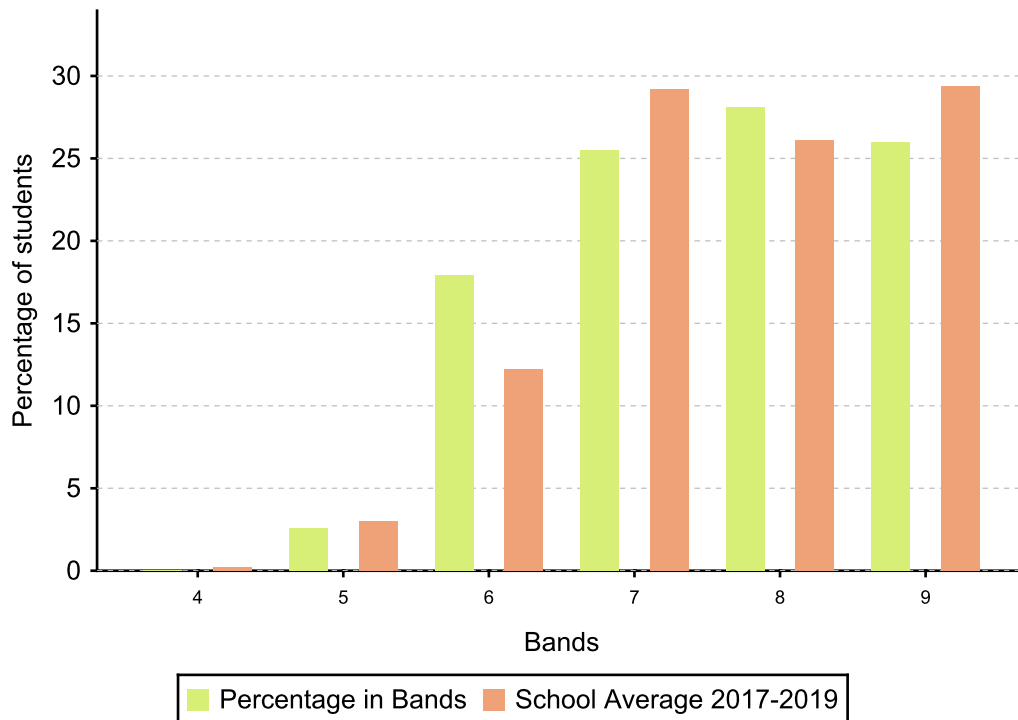
Band	4	5	6	7	8	9
Percentage of students	0.0	2.6	17.9	25.5	28.1	26.0
School avg 2017-2019	0.2	3	12.2	29.2	26.1	29.4

Percentage in bands:
Year 9 Numeracy
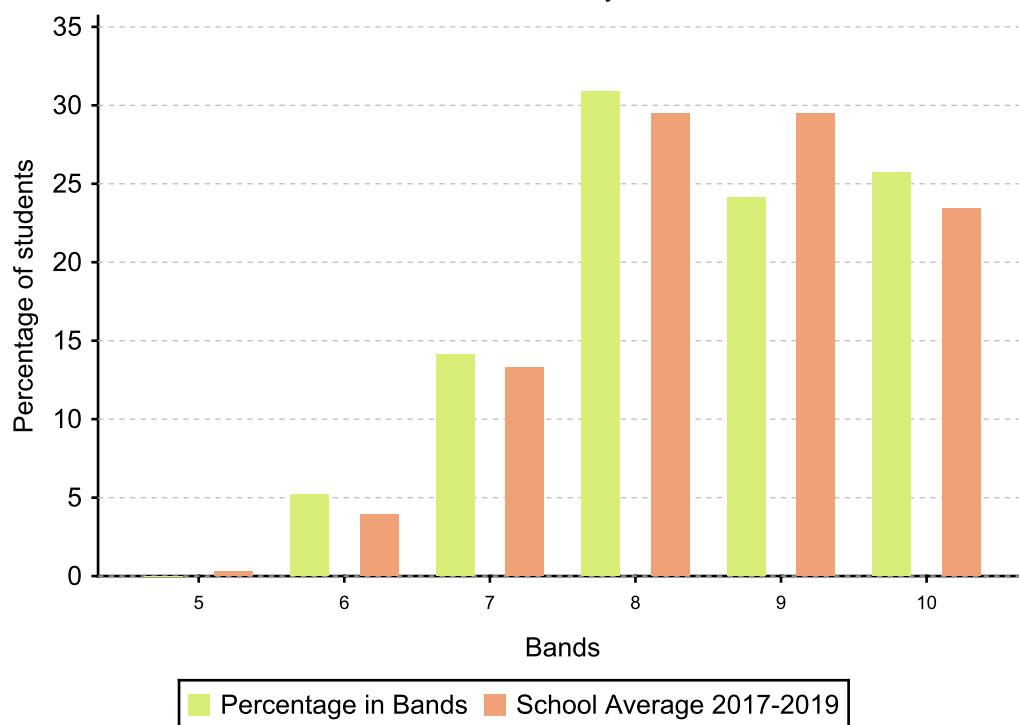
Band	5	6	7	8	9	10
Percentage of students	0.0	5.2	14.1	30.9	24.1	25.7
School avg 2017-2019	0.3	3.9	13.3	29.5	29.5	23.4

Turramurra High School 8435 (2019)

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Legend: School 2019 | SSSG Average 2019 | State Average 2019 | School Average 2015-2019

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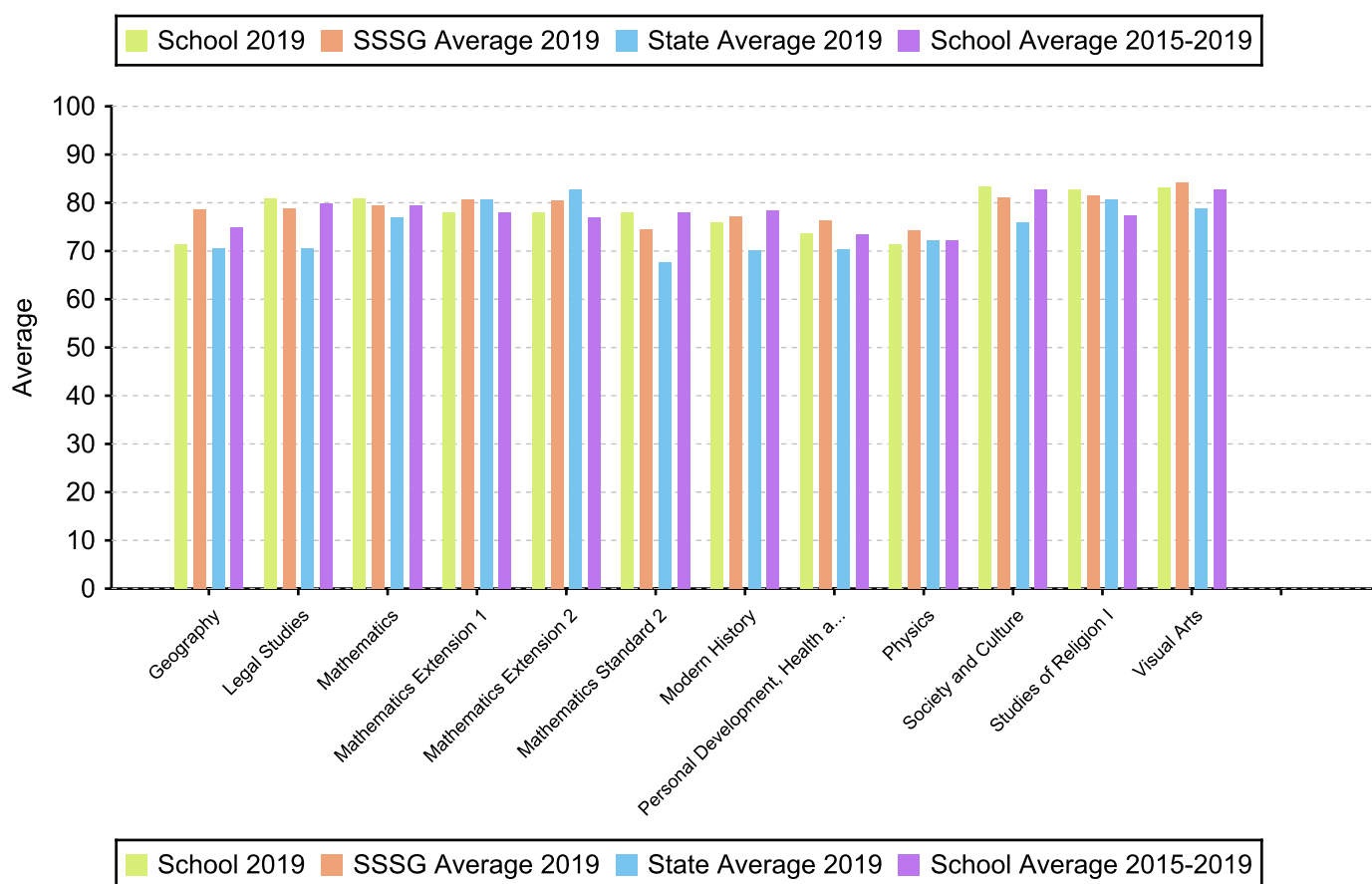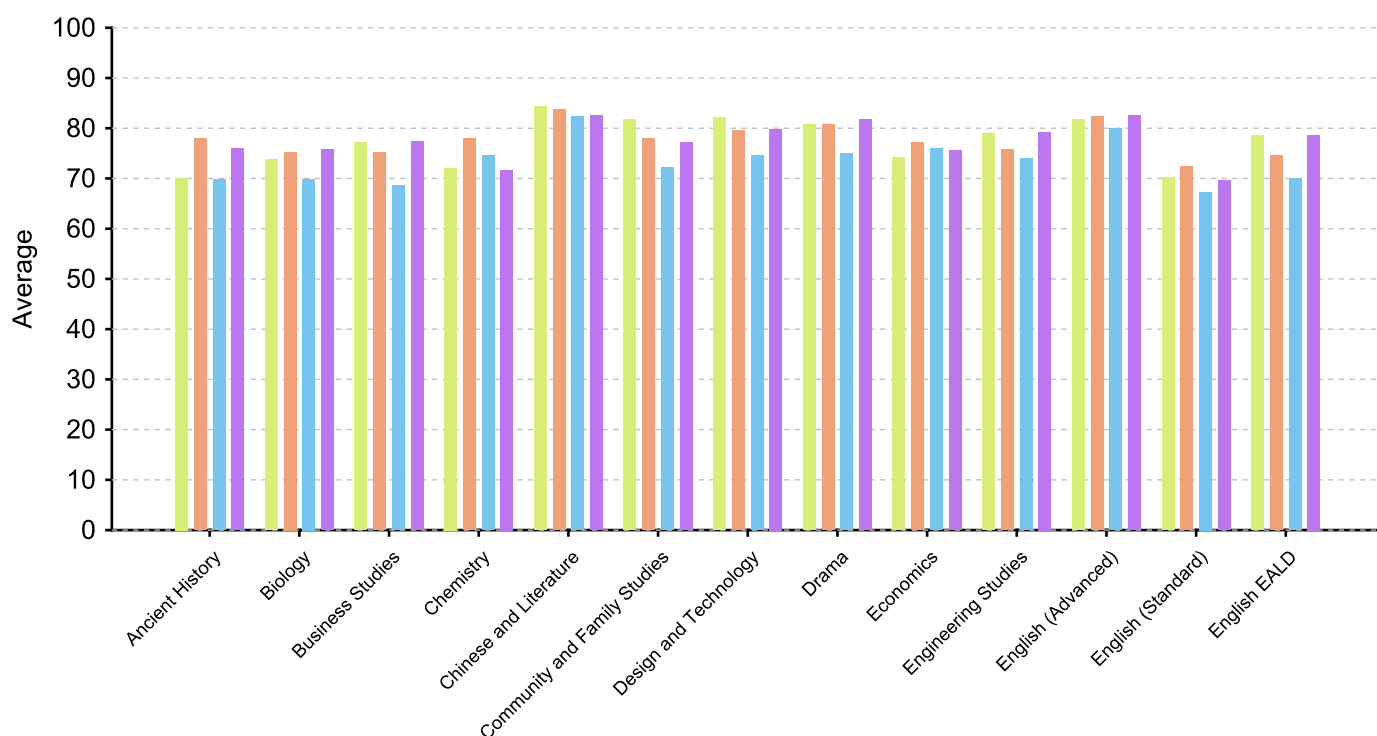
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	70.1	78.0	69.9	75.9
Biology	73.8	75.3	69.9	75.8
Business Studies	77.2	75.2	68.6	77.3
Chemistry	72.1	77.9	74.7	71.7
Chinese and Literature	84.3	83.8	82.3	82.6
Community and Family Studies	81.8	77.9	72.2	77.2
Design and Technology	82.2	79.6	74.5	79.9
Drama	80.7	80.8	75.0	81.8
Economics	74.2	77.1	75.9	75.5
Engineering Studies	78.9	75.7	73.9	79.2
English (Advanced)	81.7	82.4	80.0	82.6
English (Standard)	70.2	72.4	67.3	69.6
English EALD	78.6	74.5	70.0	78.6
Geography	71.5	78.7	70.6	75.0
Legal Studies	80.9	78.8	70.6	80.0
Mathematics	80.9	79.4	76.9	79.5
Mathematics Extension 1	78.0	80.7	80.6	78.0
Mathematics Extension 2	78.0	80.5	82.7	76.9
Mathematics Standard 2	78.1	74.6	67.7	78.1
Modern History	75.9	77.1	70.2	78.4
Personal Development, Health and Physical Education	73.6	76.3	70.5	73.4
Physics	71.4	74.3	72.1	72.3
Society and Culture	83.4	81.0	75.9	82.7
Studies of Religion I	82.7	81.6	80.8	77.5
Visual Arts	83.2	84.2	78.8	82.8

Parent/caregiver, student, teacher satisfaction

The opinions of students, staff and parents are sought in various ways through the year. All members of the school community have the opportunity to complete the Tell Them From Me survey each year. This provides valuable data on satisfaction with school programs, organisational structures, communication and sense of belonging along with other wellbeing indicators. Parents are provided with opportunities to connect with school through a contact list which informs them of the appropriate staff to contact about a wide range of issues. This has led to an improved communication flow between families and school staff and allowed the school to be more responsive to emerging issues. The principal and other key staff work closely with the P&C to ensure that parents are kept informed and contribute to school plan strategic directions. In response to parent feedback, the school hosts information sessions and workshops on a variety of topics related to education and wellbeing, promoting closer partnership with the broader school community. The school is seen as a positive and supportive educational environment for students. Parents see the school as holistically catering for the needs of all students.

In 2019 the opinions of the school community were canvased on specific topics involving school initiatives. One of these was a proposed change to the school day structure. Focus groups, surveys and other methods were used to obtain data to inform the decision making process. Teachers were asked to complete a variety of surveys to provide feedback on professional learning. The approach to staff professional learning in 2019 had a focus on individual choice. Staff collaborate with colleagues who with similar goals in project teams which met three times per term.

Student voice was supported in a variety of ways during the year. School assemblies are student led and are a forum which allow student achievements in academic, sporting, performing arts and other pursuits to be showcased. School captains meet with the senior executive team weekly to discuss student initiatives and address any concerns. In response to feedback from the captains and the wider Year 12 cohort, a number of highly successful wellbeing and school spirit initiatives were supported by the senior executive. Year 7 students were included in the planning team working on refining the 4Cs Transformative Learning program for Year 7 2020. These students provided valuable insights into their experiences. They also contributed to plans for the Year 8 2020 program.

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.