

2020 Annual Report

Turramurra Public School



3855

Introduction

The Annual Report for 2020 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.

School contact details

Turramurra Public School

Kissing Point Rd

Turramurra, 2074

www.turramurra-p.schools.nsw.edu.au

turramurra-p.school@det.nsw.edu.au

9983 9455

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing

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.

Further work with PBL in 2020 part COVID to support students in returning to school and school routines and expectations.

Evaluation	Funds Expended (Resources)
Staff continue to implement PBL processors across the school. Data is reviewed frequently and is used to make decisions to select and modify behaviour practices. PBL supports the identification of strategies and interventions that support students needs. This process is deeply embedded in school practices.	No funding resources required.

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 engaged in professional learning in Numeracy, Literacy and STEM. In 2020 professional learning was modified to be online. Teachers implemented the professional learning which was evidenced in their dynamic programming. Agile Sprints successfully supported staff in the field of Numeracy.	T4L STEM resources accessed. Resources purchased to enhance to existing Robotics program.

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

Progress towards achieving improvement measures

Process 3: 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)
Staff were provided professional development on PLAN. Teachers' knowledge increased in how to use Progressions to support individual students progress. The focus of PLAN was on Literacy and Numeracy.	Executive staff led professional learning on PLAN.

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)
All staff participated in Agile Sprints which developed their knowledge and understanding of Literacy and Numeracy Syllabus. Staff collaboratively developed dynamic and engaging units of work that incorporated pre and post assessment to that demonstrated student growth. Agile Sprints will continue to be a focus in future school planning.	Executive Staff attended Agile Sprints professional learning and led staff in implementation of the initiative.

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)
Staff engaged in targeted evidence based professional learning to enhance teaching practice. Evaluation of teaching programs showed that teacher's were differentiating teaching and learning programs to meet the learning needs of their students. All staff completed PDPs that included professional goals set against the school plan.	Whole staff professional development on iPlay with the purchasing of iPlay kits for each stage.

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

Evaluation	Funds Expended (Resources)
Quality Teaching Rounds have been highly successful in creating a climate of collegiality. This evidence based teacher professional development has been highly successful in building confidence and the capacity of teachers and	Teachers were provided release from class to participate in QT rounds.

Progress towards achieving improvement measures

Turrumurra Public School. By the end of 2020 most staff had volunteered to participate with the program continuing in 2021.

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)
The leadership team engaged in the latest research associated with leading teaching and learning by engaging in professional learning. Executive Staff successfully led Agile Sprints. Each stage team formulated a plan and developed deep knowledge of the Numeracy Syllabus. The executive team set high expectations through collaborative planning, monitoring and reviewing the effectiveness of teaching and learning programs.	\$8000 was set aside for executive staff to participate in professional learning to lead Agile Sprints.

Process 2: Professional development available to develop leadership.

Evaluation	Funds Expended (Resources)
All members of the executive team were given opportunities to enhance their leadership skills. Classroom teachers were provided opportunities to lead professional learning in their areas of interest and expertise. This developed staff leadership capabilities and competencies.	QTSS funding utilised to enable to build capabilities and lead initiatives across the school.

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)
Through the PDP process Assistant Principals have successfully embedded ongoing self assessment and reflective practices for each team member on their stage. The PDP process provides a scaffold to evaluate teachers professional learning and reflection points through the year. Teachers and executive together monitor, track and self assess their progress in reaching their professional goals. Staff are supported to increase their leadership capabilities through coleading different initiatives.	Executive staff used DoE resources to support staff throughout the PDP process.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>EALD teacher 3 days per week paid through our staffing entitlement</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$65 630.00) • English language proficiency (\$51 877.00) 	EAL/D progressions showed student growth and achievement. Parents received written reports and many attended interviews with class teachers, EAL/D teachers and interpreters. Our practice has been reviewed and evidence has informed planning for 2021.
Low level adjustment for disability	<p>Learning and Support Teacher</p> <p>SLSO Intervention</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$54 692.00) • Low level adjustment for disability (\$30 923.00) 	Students were identified for support through rigorous data informed practice. Student achievement was tracked throughout the provision of targeted support with adjustments to the delivery of the program made accordingly.
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$104 462.00) 	<p>Staff continued to gain practice and experience in collaborative planning, programming, assessment and lesson observation.</p> <p>Students benefited from increased consistency in teacher judgment.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$18 856.00) 	Beginning Teacher support was hampered due to the impact of COVID. Funds carried forward will be expended in 2021 to provide further support to beginning teachers as they undertake accreditation.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	310	302	296	303
Girls	259	264	274	270

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	97.2	96.3	96.6
1	96.4	95.9	95.7	95.6
2	97	96.5	96	95.4
3	97.6	95.8	96	95.9
4	96.9	95.3	95.4	95.9
5	96.8	96.2	95.9	95.4
6	96.2	95.2	95.1	95.9
All Years	96.8	96.1	95.7	95.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	20.86
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	911,231
Revenue	5,681,705
Appropriation	4,937,490
Grants and contributions	740,978
Investment income	3,236
Expenses	-5,071,099
Employee related	-4,661,663
Operating expenses	-409,437
Surplus / deficit for the year	610,605
Closing Balance	1,521,836

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.

	2020 Approved SBA (\$)
Targeted Total	111,084
Equity Total	208,304
Equity - Aboriginal	1,367
Equity - Socio-economic	3,814
Equity - Language	117,507
Equity - Disability	85,615
Base Total	3,973,924
Base - Per Capita	137,087
Base - Location	0
Base - Other	3,836,836
Other Total	503,434
Grand Total	4,796,746

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

During 2020 parent and student satisfaction was evaluated through the Tell Them From Me surveys. The parent survey received 86 responses and indicated overall satisfaction, with 67% of respondents strongly agreeing (23%) or agreeing (44%) they would recommend their child's school to other parents. Parents indicated a school strength in student well being practices through our PBL programs and clear school expectations. Areas for future focus include simplification of the language used in student reports and parents' ability to support learning from home. Students indicated high levels of satisfaction with the school, with student well being practices highlighted as a strength. An area for development noted by the students was technology resourcing.

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.