

# 2021 Annual Report

## Turrumurra North Public School



**Turrumurra North**  
PUBLIC SCHOOL – 1914

**EXPERIENCE TODAY INSPIRE TOMORROW**

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# Introduction

The Annual Report for 2021 is provided to the community of Turramurra North 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 Strategic Improvement 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

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Turramurra North Public School

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## School vision

At Turramurra North Public School we focus on quality teaching, in an innovative and inclusive environment, to develop responsible, engaged and successful learners. We are committed to the continuous improvement of every student, teacher and leader. All students are known, valued and cared for. Teachers, parents/carers and students work in partnership with high expectations and a positive mindset.

## School context

Turramurra North is a welcoming, inclusive school set in spacious, well maintained grounds. Valued partnerships help make our school the success that it is. Turramurra North has a strong sense of community, with staff and parents/carers working together to ensure students experience a supportive, stimulating and challenging learning environment.

Turramurra North PS also enjoys a positive reputation in the provision of outstanding programs with specialist art, music, sport and dance teachers, and strong band and choir opportunities. The staff are professional, collaborative and actively committed to ongoing professional learning. The school has a strong focus on quality teaching, the provision of differentiated literacy and numeracy programs and providing innovative learning experiences supported by relevant technologies.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and carers.

The situational analysis has identified three areas of focus for this Strategic Improvement Plan.

- Student growth and attainment - reading and numeracy
- Evaluative practice - continuous improvement culture
- Wellbeing and engagement - connect, succeed and thrive

It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices, analysis, tracking and reflection to develop greater consistency of judgement within and across schools. Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth.

The wellbeing and engagement of students is a priority. Effective student wellbeing and social and emotional learning programs will be implemented to assist students to further build friendships, social skills and a caring and positive mindset.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To maximise student growth and achievement in reading and numeracy by building strong foundations for continuous success through quality teaching practice, a culture of high expectations and shared responsiveness to feedback.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practice in numeracy
- Highly effective teaching practice in reading

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$10,000.00

**Professional learning:** \$11,600.00

**Integration funding support:** \$24,404.00

**English language proficiency:** \$11,300.00

### Summary of progress

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#### 1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

##### *Reading*

During 2021, all teachers undertook professional learning in aspects of reading, starting with comprehension. Team leaders mentored staff through effective best practice reading instruction to build teacher expertise, capacity and expectations for success. Teachers developed explicit and systematic teaching programs, school scope and sequences and reviewed their assessment schedules in reading. Programming documentation provided evidence of teachers' confidence utilising learning intentions and success criteria in lessons to establish explicit, challenging and achievable learning goals for their students with high expectations for success. Reporting to parents occurred using data and assessment planned consistently by teachers and undertaken by students both face to face and online. Evidence of positive student progress was informed by Check-In Assessments and NAPLAN, and the enhanced use of technology and other innovative practice required to deliver learning from home lessons. Continued professional learning opportunities in reading were planned to be delivered in the subsequent terms. Due to time constraints, teacher focus was shifted to collaboratively create the Learning from Home booklets, aligned to current scope and sequences and programs, to accommodate online learning.

##### *Numeracy*

During 2021, teachers followed the teaching and learning cycle by undertaking assessment, data collection, collaborative planning and delivery of programs in numeracy. They used relevant syllabus and planning documentation to inform content selection and implemented evidenced based teaching methods to deliver lessons. Programming documentation provided evidence of teachers' confidence utilising learning intentions and success criteria in lessons to establish explicit, challenging and achievable learning goals for their students. The implementation of adjustments to address individual learning needs was strong. Reporting to parents occurred using data and assessment planned consistently by teachers and undertaken by students both face to face and online. Evidence of positive student progress was informed by Check-In Assessments and NAPLAN, and the enhanced use of technology and other innovative practice required to deliver learning from home lessons. In Semester 2, the implementation of numeracy changed due to time constraints. Staff undertook some online professional development provided by NESA, CESE and through the Department of Education's Numeracy Hub. The implementation of other numeracy initiatives in Semester 2 was postponed to 2022.

#### 2. What did you do well in the initiative/strategic direction? What didn't you do as well as you would have liked in the initiative/strategic direction?

##### *Reading*

Throughout the year, as a direct result of the professional learning both online through the Department of Education's Literacy Hub and provided by the school executive team, K-6 reading programs were delivered reflecting best practice. This continued during learning from home when teachers maintained high expectations and levels of engagement. Specialist and support staff contributed strongly to the success of literacy programs in 2021, delivered both at school and

at home. The successful adaptation of existing resources and implementation of reading adjustments to address individual learning needs were recognised. Class teachers differentiated the learning from home instruction to address each students' individual learning goals established earlier in the year. Regular and systematic teacher feedback was provided to students both face to face and online, and to assist parents as partners in their child's learning from home experience.

### Numeracy

Throughout the year, in the classroom and online while learning from home, teachers consistently provided well-planned, engaging lessons that were collaboratively developed with stage teams. During Semester 2, teachers and parents/carers worked in partnership to ensure that regular learning in the area of numeracy occurred systematically each week to strengthen student outcomes and was differentiated in response to the needs of students. Although some mentoring and professional learning occurred in the area of numeracy, due to extended periods of working from home the building of teacher expertise and collective pedagogy was impacted. It is anticipated that these areas of professional development will be revisited in 2022.

### 3. To what extent have changes occurred? How do you know? What will be the next steps in your plan for 2022?

#### Reading

Our 2021 plan included our intention to provide further high impact professional learning on aspects of reading, phonemic awareness, phonics, fluency, vocabulary and comprehension. Due to long periods of working from home, not all aspects of this initiative commenced. Feedback from the community, students and staff was positive, with key stakeholders believing that continuous improvement was maintained throughout the year due to the school's sustained focus on reading, ongoing and targeted teacher feedback in addition to the differentiated and personalised approaches when engaging with students. It is anticipated that further professional learning will be implemented in 2022 with greater focus on consistent literacy group practice across K-6. As an accelerated adopter school, Stage 1 teachers will receive mentoring and targeted professional learning enabling them to confidently implement the new K-2 English syllabus.

#### Numeracy

The majority of our numeracy initiatives were transferable to the new learning situations faced during the course of the year. Goal setting, explicit and systematically planned teaching and learning occurred with great success during learning from home, maintaining a whole school approach. Feedback from the community, students and staff was positive, with key stakeholders indicating that continuous improvement occurred throughout the year. In 2022, as we intend to maintain teaching face to face, we aim to revisit the numeracy initiatives. We will provide high impact professional learning to further build teacher capacity to differentiate learning opportunities, utilising instructional leadership strategies, staff collaboration and promoting high expectations for success. As an accelerated adopter school, Stage 1 teachers will receive mentoring and targeted professional learning enabling them to confidently implement the new K-2 Mathematics syllabus.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 NAPLAN bands in reading to be above the school's baseline of 68.5% trending towards our lower bound system-negotiated target of 75.3%.	79% of students achieved in the top two NAPLAN bands in reading indicating achievement of the lower-bound target.
Increase the percentage of students achieving in the top 2 NAPLAN bands in numeracy to be above the school's baseline of 46.1% trending towards our lower bound system-negotiated target of 56.2%.	62% of students achieved in the top two NAPLAN bands in numeracy indicating achievement of the lower-bound target.
Improvement in the percentage of students achieving expected growth to be above the school's baseline in reading of 75.3%.	The percentage of students achieving expected growth in reading is 65% indicating progress toward the lower bound target.

<p>Improvement in the percentage of students achieving expected growth to be above the school's baseline in numeracy of 61.5%.</p>	<p>The percentage of students achieving expected growth in numeracy is 53% indicating progress toward the lower bound target.</p>
<p>Explicit and systematic teaching and learning programs in reading collaboratively designed in response to student needs.</p>	<p>100% of K-6 teaching and learning programs are collaboratively developed, detailing explicit and systematic practice, in response to student needs.</p>

**Purpose**

To maximise learning outcomes for every student, all staff will use data to understand their students' learning and inform differentiated, personalised teaching strategies with high expectations for engagement and success. Students will take responsibility for their learning, be aware of their own progress and set aspirational goals with high expectations for further success.

**Initiatives**

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practices
- Personalised learning

**Resources allocated to this strategic direction**

**Professional learning:** \$2,000.00  
**Integration funding support:** \$300.00  
**Literacy and numeracy:** \$2,500.00

**Summary of progress**

Collaborative processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments. Throughout 2021, teachers committed strongly to continuing collaboration practice. Both face to face and during online sessions, teachers identified student interventions and modifications to instruction as a result of formative and summative assessment practice. With increasing confidence they used data to monitor, assess and reflect on student progress, planning future learning on a whole class, group and individual level as a result. Teachers scaffolded their students ability to articulate their learning and understand what they need to learn next to enable continuous improvement, working closely with parents and carers to support this approach.

**Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>LEED participation to build the capacity of the Executive Team in data literacy, data analysis and data use in teaching.</p> <p>Executive Team and LET - Review of existing data collection practice and schedules across the school to ensure consistent, reliable formative and summative assessment tasks are used and analysed.</p> <p>Facilitate teacher collaboration sessions for data monitoring, assessment, reflection and feedback on student progress.</p>	<p>In 2021, the Executive Team undertook LEED professional learning in data literacy, data analysis and data use in teaching. An audit of school wide practice in data collection (student assessment) was conducted, resulting in more consistent, high quality formative and summative assessment tasks K-6. Streamlining the existing assessment schedule provided clarity around timing of tasks and recording of data. Consistent teacher judgement opportunities were facilitated through stage team collaboration sessions and ensured regular opportunities for monitoring and analysis. Whole staff professional learning built capacity in the use of NAPLAN data and Check-In assessments to inform teaching and learning.</p> <p>Moving forward, it is anticipated that the Executive Team will continue to build their capacity, analysing student progress and achievement data for school wide trends and insights into student learning. They will facilitate the discussion of results with the whole staff. Teachers will collaborate to use student progress and achievement data to develop and implement plans for continuous improvement.</p>
<p>High impact professional learning to build teacher capabilities in using data to differentiate curriculum.</p> <p>All teaching and learning programs include learning intentions and success</p>	<p>In 2021, teachers engaged in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals. Face to face delivery of teaching and learning programs, as well as lessons conducted online, provided opportunity and evidence of teachers' ability to respond promptly to student need. Ensuring students understood the learning intentions, feedback received and expectations for</p>

<p>criteria.</p> <p>Teachers provide explicit, specific and timely formative feedback which links learning intentions with success criteria.</p>	<p>how to improve was prioritised. Explicit teaching practice and the sharing of a flexible repertoire of strategies for classroom and online learning increased student engagement, responsibility for learning and expectations for success.</p> <p>To further strengthen capacity and to facilitate the sharing of teacher expertise within the school, all staff committed to professional learning via online modules and executive delivered sessions on differentiation. Extended periods of learning from home interrupted the delivery of these sessions which are scheduled for continued focus in 2022.</p>
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## Purpose

To maximise all students' ability to connect, succeed and thrive there will be a planned, whole school approach to wellbeing that supports social emotional resilience. A focus on challenge and engagement will be underpinned by strong attendance and a positive growth mindset.

## Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Social emotional resilience
- Connections and engagement

## Resources allocated to this strategic direction

**Professional learning:** \$1,750.00

**Socio-economic background:** \$1,600.00

## Summary of progress

In 2021, the diverse learning styles of students were supported through a combination of differentiated learning from home approaches and the collaborative development of student personalised learning and support plans (PLaSPSs). Each of these approaches was successful in increasing student engagement and maintaining connections with parents and carers.

The collective school-wide responsibility for student learning and success was evidenced in the way teachers and parents and carers worked together towards common goals. They supported the consistent and systematic delivery of learning both online and face to face. In a year when learning was accessed at school and at home, ongoing consultation and collaboration ensured the changes to modes of learning supported the continuity of learning and engagement for students.

The school has a planned approach to wellbeing and has implemented evidence based change to whole school practices. Current wellbeing approaches align to the implementation of the Department of Education Behaviour Code for Students and the Wellbeing Framework. Over the year, expectations of behaviour were co-developed with students, staff and the community to ensure effective conditions for learning. The result was an explicit and positively stated behaviour matrix, consistently and supportively applied across the school. School-wide attendance monitoring and transition planning was successful in providing individualised and responsive learning opportunities.

In 2022, we aim to build the capacity of teachers in the delivery of *You Can Do It!* social emotional skills lessons to strengthen social emotional resilience, strong school connections and engagement for all students. Explicit monitoring of behaviour and attendance is planned to continue via the Sentral wellbeing module and Learning Engagement Team.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
90% of students attending >90% of the time.	The number of students attending greater than 90% of the time or more has increased by 3.5%.
Increase the percentage of students reporting expectations of success, advocacy and belonging (TTFM wellbeing data) to be above the system negotiated baseline of 88.4%.	Tell Them From Me data indicates that 89% of students report expectations of success, advocacy and belonging at school.
Expectations of behaviour are codeveloped with students, staff and the community and are designed,	Expectations of behaviour were codeveloped with student, staff and parent input resulting in the Turrumurra North PS <i>Positive Behaviour for Learning</i> matrix. The explicit guidelines reinforce respectful and engaging behaviours

explicit and positively stated. They are consistent and supportively applied across the school.

LET Team build capacity - explicit monitoring of behaviour and attendance via Sentral Wellbeing module.

Professional Learning, review and update whole-school approaches - PLaSPS, NCCD practice, attendance monitoring and transition planning to provide individualised and responsive learning opportunities. Consultation with parents occurs each term.

High impact professional learning on the You Can Do It! social emotional wellbeing and achievement program.

for all. The Learning Engagement Team continue to meet every fortnight to monitor and follow up behaviour and attendance concerns, with classroom teacher feedback. Information is regularly provided to staff and parents via communication channels to maintain successful behaviour support and promote positive monitoring of attendance. Planned and ongoing development and monitoring of PLaSPs is scheduled at regular points each term, involving consultation between students, teachers, parents and other agencies. One teacher undertook initial training in the Social Emotional Learning (SEL) aspects of the You Can Do It! program. The scaling up of professional learning to include whole staff training and the implementation of SEL lessons is planned for Semester 2, 2022.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,600.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Turrumurra North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connections and engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of literacy resources</li> </ul> <p><b>The allocation of this funding has resulted in:</b> equitable access to resources for learning and school engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuing the needs-based support of students.</p>
<p>English language proficiency</p> <p>\$22,300.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Turrumurra North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practice in reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students experiencing small group and co-teaching opportunities to support language acquisition and school engagement. Classroom teachers have become more confident in providing targeted support for students from EAL/D backgrounds. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuing to implement the support commenced this year.</p>
<p>Low level adjustment for disability</p> <p>\$73,500.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Turrumurra North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$73,500.00</p>	<p>employment of School Learning and Support Officers</p> <p><b>The allocation of this funding has resulted in:</b> increased support for students who have a disability and additional learning and support needs through the provision of adjustments and delivery of small group or 1:1 instruction. The school has achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative and targeted learning support activities / adjustments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of additional trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$12,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Turrumurra North Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching practice in numeracy</li> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• updating reading resources to meet the needs of students</li> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation in addition to feedback from parents and students articulating goals reached.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> evaluation of this program leading to improved engagement in learning ensures that we will continue this program in 2022</p>
<p>QTSS release</p> <p>\$42,100.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Turrumurra North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>QTSS release</p> <p>\$42,100.00</p>	<p><b>funding will be:</b>          continuing to provide our Assistant Principals with additional release time to support classroom programs and opportunities to collaboratively plan and implement professional learning in literacy and numeracy across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,900.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Turramurra North Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation in addition to feedback from parents and students articulating goals reached.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$11,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of learning support teachers to deliver small group tuition for four sessions per week.</li> <li>• providing a targeted Direct Instruction early reading program (MiniLit) with regular monitoring and data collection to track individual student progress.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          targeted students achieving significant progress in early reading skills including acquisition and maintenance of phoneme/grapheme correspondences, blending and segmenting phonetically regular words and reading connected text aloud with fluency. Results from the Y1 Phonics Screening Check 2021 indicate all students who participated in the MiniLit program achieved above the minimum standard of phonic knowledge expected. WARL results showed significant improvement in word identification for all students participating.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          further expanding the SLSO training in the delivery of MiniLit, resulting in increased opportunities for students to participate.</p>
<p>Integration funding support</p> <p>\$24,704.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Turramurra North Public School in mainstream classes who require moderate to high levels of adjustment.</p>

Integration funding support

\$24,704.00

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Highly effective teaching practice in reading
- Data driven practices

**Overview of activities partially or fully funded with this targeted funding include:**

- staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)
- additional staffing and SLSOs to assist students with additional learning needs
- staffing release for targeted professional learning

**The allocation of this funding has resulted in:**

all eligible students demonstrating progress towards their personalised learning goals. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.

**After evaluation, the next steps to support our students with this funding will be:**

to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLaSP reviews to ensure funding is used to specifically address each student's support needs.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	147	129	126	122
Girls	148	129	114	105

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	97.7	95.3	94.2
1	94.5	94.7	96.2	94.6
2	96.2	95.5	93.4	95.6
3	94.2	96.5	96.1	93.5
4	95.3	95.5	96.6	94.5
5	95.7	95.4	91.6	96
6	96	94.5	96.8	93.6
All Years	95.4	95.6	95.1	94.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
Assistant Principal(s)	3
Classroom Teacher(s)	7.19
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	570,075
<b>Revenue</b>	2,255,222
Appropriation	2,113,888
Sale of Goods and Services	1,769
Grants and contributions	138,658
Investment income	608
Other revenue	300
<b>Expenses</b>	-2,260,456
Employee related	-2,019,197
Operating expenses	-241,258
<b>Surplus / deficit for the year</b>	-5,234
<b>Closing Balance</b>	564,841

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	24,704
<b>Equity Total</b>	86,716
Equity - Aboriginal	0
Equity - Socio-economic	1,694
Equity - Language	11,398
Equity - Disability	73,624
<b>Base Total</b>	1,835,208
Base - Per Capita	59,164
Base - Location	0
Base - Other	1,776,044
<b>Other Total</b>	123,298
<b>Grand Total</b>	2,069,927

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parent and Carer Feedback:

Parents and Carers completed the 'Tell Them From Me' survey, which asked a range of questions in regard to the drivers of student success including feeling welcome and informed, student safety, learning support at school and at home, participation, inclusion and positive behaviour.

They identified the following strengths:

- student feedback, teacher consultation and school communication assists parents and carers to support their children at home
- a strong sense of community, with staff and parents/carers working together to ensure students experience a supportive, stimulating and challenging learning environment
- staff are caring, professional, collaborative and actively committed to improving student learning outcomes
- students regularly interact with a range of teachers and there is a collective school-wide responsibility for student wellbeing and learning success
- a welcoming, inclusive school set in spacious grounds

## Student Feedback:

Students in Years 4 to 6 completed the 'Tell Them From Me' surveys which focused on 18 measures of student engagement, including participation, behaviour, effort and challenge, teaching relevance and rigour, expectations for success, positive learning climate and relationships, sense of belonging, interest and motivation. It provided insight into student engagement, wellbeing and effective teaching practices at our school from the perspective of our students.

- 88% of students experience a strong sense of belonging
- 94% of students participate in school sport or clubs
- 98% of students have positive relationships
- 95% of students demonstrate positive behaviour at school
- 92% of students demonstrate positive homework behaviours
- 93% of students are motivated and engaged

## Teacher Feedback:

Teachers completed the 'Tell Them From Me' survey, and provided insight into school and classroom effectiveness from their perspective. Questions asked related to collaboration, leadership, inclusiveness and learning culture, data informed practice, student feedback and teaching strategies, classroom technology and parent/carer involvement.

They identified the following strengths:

- support from the school leadership team and strong opportunities for collaboration to build capacity and improve teaching practice
- monitoring of student progress and quality feedback that guides students' effort and attention
- diverse learning styles of students are supported through a combination of differentiated learning, the collaborative development of personalised learning plans and maintaining strong connections with parents and carers
- confidence in establishing clear and high expectations for student behaviour and students' positive response as a result
- consistency in providing well-planned, engaging lessons that are collaboratively developed with stage teams

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.