

2021 Annual Report

Turrumurra High School



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Introduction

The Annual Report for 2021 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 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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School vision

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.

To equip all students to be active and successful members of society, we provide learning environments and experiences that challenge and support all students to become confident lifelong learners. Students of all interests, backgrounds, learning needs and abilities are catered for through differentiated learning experiences and a culture of high expectations. Our teaching practices emphasise student centred learning and employ strategies that develop key foundational skills in literacy and numeracy, along with the development of vital learning dispositions.

School context

Turramurra High School is a comprehensive, coeducational secondary school located on the upper North Shore of Sydney. The population of approximately 1100 students includes 38% students from a non-English speaking background and a number of students who identify as Aboriginal. The school provides a wide range of learning opportunities which aim to develop the learning skills and dispositions of students to empower them to lead their own learning journey.

Our students are encouraged to participate in a wide range of extra-curricular activities to assist them in becoming well-rounded members of the community. Students represent the school in a broad range of areas including leadership, sport, creative and performing arts, and speaking competitions with a high degree of success and achievement.

We enjoy strong support from our community and have fostered partnerships with local organisations, schools and networks across the region and the state. Our strong links with our feeder primary schools are exemplified by The Powerful Project, an annual project based learning and mentoring program with a focus on sustainability. The Parents & Citizens (P&C) Association take an active role in supporting the education and development of the young people in our care.

A comprehensive situational analysis has been conducted which resulted in the development of the 2021-2024 Strategic Improvement Plan. Extensive consultation and data analysis has characterised this process and will continue to be a feature of the implementation of the plan. Our school is committed to a culture of growth, with students and staff focused on reflection and refinement of practice in the continual pursuit of excellence. This also means we will enhance the opportunities for distributed leadership.

We will employ explicit strategies to support growth in essential learning skills in literacy and numeracy, aspects of which have been identified in our school data as specific areas of need. This will be supported by targeted professional learning, monitoring of student progress and reflection on teaching pedagogy. Differentiated teaching and learning strategies will be vital in meeting individual learning needs along with improvement in assessment and feedback strategies.

Through the continuing implementation of Transformative Learning strategies and mindsets, all students will be supported to achieve their goals with high expectations and appropriate levels of challenge. With all staff and students adopting a collaborative and reflective approach to learning, we will see transformation in teaching and learning practices, empowering learners to be self-driven and resilient. Supportive learning partnerships between all members of the school community will ensure growth in learning and wellbeing outcomes for all students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

High expectations for student growth, supported by genuine differentiation, will improve our ability to cater for the learning needs of all students. A sustained focus on writing, and an emphasis on embedding reflection and methods for tracking student performance, will support student self-regulation and agency in their own learning. Alongside quality teaching and learning programs appropriate for students of all abilities, implementing HPGE policy will see an improvement in students achieving learning outcomes which challenge and extend their knowledge, understanding and skills.

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.

- Literacy and numeracy
- Engagement (differentiation strategies)

Resources allocated to this strategic direction

Professional learning: \$13,000.00
English language proficiency: \$219,577.00
Low level adjustment for disability: \$147,231.00
Socio-economic background: \$24,904.00
Integration funding support: \$188,049.00
Aboriginal background: \$4,957.85

Summary of progress

The Reading to Learn program was implemented in Year 7 Science classes with teacher professional learning supported by team teaching. A curriculum writing specialist was appointed and worked with targeted KLAs and a staff team on writing strategies. Both of these programs had considerable success in building teacher knowledge and skills in the explicit teaching of literacy. There were some limitations on time for the implementation of the programs in classes, however where the strategies were applied staff found that student growth in skill and confidence was strongly evident. In 2022 we are looking to scale up both programs to spread the impact on student learning. Strategic planning for a whole school approach to numeracy will take place as well as initial steps to increase staff engagement and targeting of numeracy requirements in all syllabuses.

A strong focus on differentiation was a feature of the professional learning focus for staff. Teaching teams focused on a variety of aspects of student needs through the professional learning associated with the High Potential and Gifted Education policy, HSC High Leverage Strategies and HSC Professional Learning programs. There were some impediments to the introduction of classroom and whole school strategies during the learning from home period, however there was some piloting of these strategies by some staff and very positive feedback from sharing of learning within communities of practice. Numerous wellbeing and learning support strategies were implemented in responsive to needs, with an agile and innovative approach to issues. Moving into 2022 we will be moving from a professional learning and pilot phase into a more intensive implementation phase for a number of differentiation strategies including those connected with High Potential and Gifted Education, High Leverage Strategies, Learning Support and wellbeing.

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
TOP TWO BANDS - READING The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 47.0%.	<ul style="list-style-type: none">• 38.38% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.

<p>TOP TWO BANDS - NUMERACY</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 59.2%.</p>	<ul style="list-style-type: none"> • 44.5% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>EXPECTED GROWTH - READING</p> <p>The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 68.4%.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 57.14% indicating progress yet to be seen toward the lower bound target.
<p>EXPECTED GROWTH - NUMERACY</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 72.0%</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy increased to 62.86% indicating progress toward the system-negotiated target.
<p>HSC TOP THREE BANDS</p> <p>The percentage of HSC course results in the top three bands to be moving towards the school's lower bound system-negotiated target of 55.4%.</p>	<ul style="list-style-type: none"> • 39.62% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
<p>WRITING</p> <p>The percentage of Year 9 students achieving in the top 2 bands in NAPLAN Writing to be moving towards the school's identified target of 30.0%.</p>	<ul style="list-style-type: none"> • 22% of Year 9 students achieving in the top two bands in NAPLAN Writing demonstrating progress towards the school's identified target of 30.0%.

Strategic Direction 2: Ongoing Transformation

Purpose

Our purpose is to continue transformation, as 4Cs Transformative Learning provides opportunities to build collaborative and reflective learning and working environments for students and staff. Continuing to reflect on and refine school processes and practices, through a transformative lens, will empower members of the school community to reach their potential and be agents of positive change, leading to increased wellbeing and learning outcomes for students.

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.

- Transformation of Practice
- Transformation in leadership and structures

Resources allocated to this strategic direction

Professional learning: \$25,600.00

Summary of progress

Learning dispositions and the 4Cs were incorporated into 70% of Stage 4 & 5 teaching and learning programs. The incorporation of learning dispositions into further teaching and programs was delayed by the adjustment of all programs for online learning. Opportunities were also provided for staff to participate in Collaborative Classroom Visits. Further collaboration was hampered by the learning from home restrictions. Learning dispositions and the 4Cs will continue to be an important feature of all teaching and learning programs going forward.

School Initiative Teams (SIT) were established, creating leadership opportunities for teaching staff. External providers were employed to provide professional learning for team leaders. Learning from home and the subsequent restrictions impacted our ability to meet as cohesive and collaborative groups. The achievement of SIT goals was delayed and/or impeded and the school improvement teams were completing a summary of achievements and adjustments to planning. School Improvement teams and their place within our Professional Learning systems will be reassessed in early 2022.

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
LEARNING DISPOSITIONS Percentage of Stage 4 and 5 teaching and learning programs that include aspects of the learning disposition wheel and 4Cs (Critical reflection, Collaboration, Creativity and Communication) is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of stage 4 and 5 Teaching and Learning Programs across all KLAs indicates that approximately 70% include aspects of the learning disposition wheel and 4Cs (Critical reflection, Collaboration, Creativity and Communication) indicating progress towards the school identified target of 100%.
COLLABORATIVE PRACTICE Self assessment against the School Excellence Framework in the element of 'Learning and Development' is moving towards Excelling.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of 'Learning and Development'.

Strategic Direction 3: Supportive Learning Partnerships

Purpose

Strong, supportive learning environments, in which all voices are valued and critical reflection promotes growth mindsets, are the foundation of positive wellbeing outcomes for students and staff. Meaningful collaborations between members of the school and wider community enrich learning outcomes, deepening learning and recognising the differing strengths of all community members. Clear processes for identifying, measuring, sharing and celebrating success will enable us to scale up successful initiatives, and further promote continuous school improvement.

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.

- Effective Learning Communities
- Enabling Voice

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$18,904.00

Summary of progress

In 2021, we continued to refine our learning partnerships and methods of communication to build a cohesive learning community. Learning from home impacted on our ability to offer the intended range of activities and limited the ways we communicated with students and the wider community. The focus switched to future planning to improve aspects of our transition program. Valuable and productive relationships were developed with primary school partners which will be beneficial to our school communities in the future. Our transition programs will be extended with the introduction of an innovative STEM project to reinforce learning partnerships and enhance the connections with our learning community.

Reflections on methods for celebrating and communicating student and staff achievement became particularly important during the learning from home period. A number of innovative initiatives were introduced to provide a voice for students and staff as well as opportunities to celebrate achievement. While there were some limitations on the opportunities, feedback from the community indicates that all forms of communication were appreciated. In 2022, we will expand our use of Sentral modules to enhance internal communication processes and these will continue to be reviewed to improve a sense of community for staff, students and parents.

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
ATTENDANCE The percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 88.3%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 7.37%.
WELLBEING TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's lower bound system-negotiated target of 69.03%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 56.94% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$188,049.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Turrumurra High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement (differentiation strategies) <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • staffing release for targeted professional learning around ASD and Dyscalculia <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$47,808.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Turrumurra High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Learning Communities • Engagement (differentiation strategies) • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in: identified students having equitable access to curriculum and extra curricular activities leading to improved student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support identified families to ensure students have access to all aspects of school life through the funding of excursions, uniform etc.</p>

<p>Aboriginal background</p> <p>\$4,957.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Turrumurra High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement (differentiation strategies) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process through authentic conversations as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to allocated funding for a mentor person to work support Aboriginal students.</p>
<p>English language proficiency</p> <p>\$219,577.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Turrumurra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement (differentiation strategies) • Literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. 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>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$147,231.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Turrumurra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement (differentiation strategies) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • support for students participating in programs such as Life Skills; Individual Learning Plans/Profiles; HSC Disability Provisions.

<p>Low level adjustment for disability</p> <p>\$147,231.00</p>	<ul style="list-style-type: none"> • employment of LaST and interventionist teacher • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$27,287.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	697	676	705	664
Girls	551	531	515	484

Student attendance profile

School				
Year	2018	2019	2020	2021
7	95.6	94.4	93.6	95.1
8	94	93.1	93.7	91.4
9	92.5	92.3	92.3	89.7
10	93.4	91.5	93	89.4
11	91.6	92.5	92.4	90.8
12	91.2	94	94	90.5
All Years	93	92.9	93.2	91.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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

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	1.06	0
Employment	2	0.5	5
TAFE entry	1	0.5	5
University Entry	0	0	81
Other	0.5	0.5	4
Unknown	0	0.5	5

Year 12 students undertaking vocational or trade training

12.95% of Year 12 students at Turramurra High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.4% of all Year 12 students at Turramurra High School expected to complete Year 12 in 2021 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)	57.9
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1.2
School Administration and Support Staff	14.37
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, 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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	1,309,118
Revenue	13,247,410
Appropriation	12,346,097
Sale of Goods and Services	73,741
Grants and contributions	747,734
Investment income	1,446
Other revenue	78,391
Expenses	-13,242,892
Employee related	-11,821,716
Operating expenses	-1,421,176
Surplus / deficit for the year	4,519
Closing Balance	1,313,636

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	188,049
Equity Total	397,161
Equity - Aboriginal	4,958
Equity - Socio-economic	25,396
Equity - Language	219,577
Equity - Disability	147,230
Base Total	11,054,141
Base - Per Capita	300,750
Base - Location	0
Base - Other	10,753,390
Other Total	525,533
Grand Total	12,164,884

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

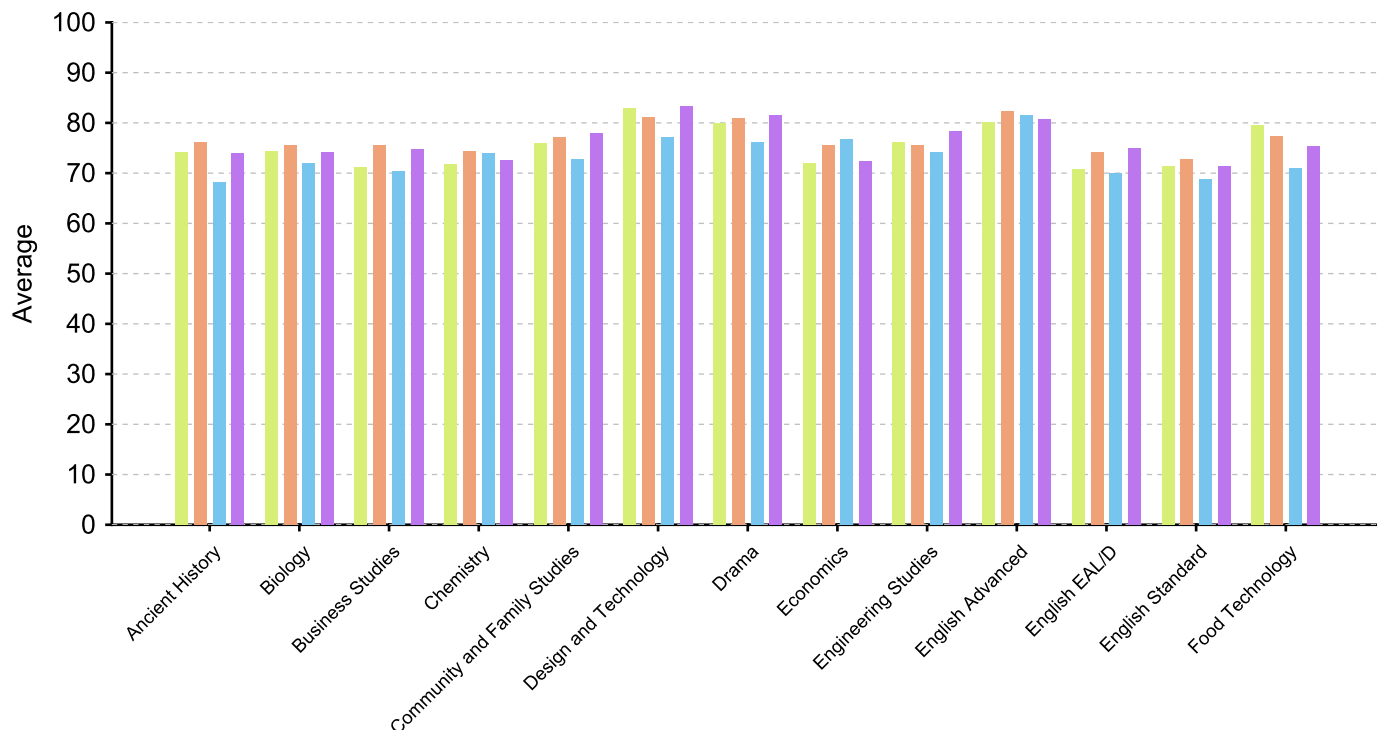
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

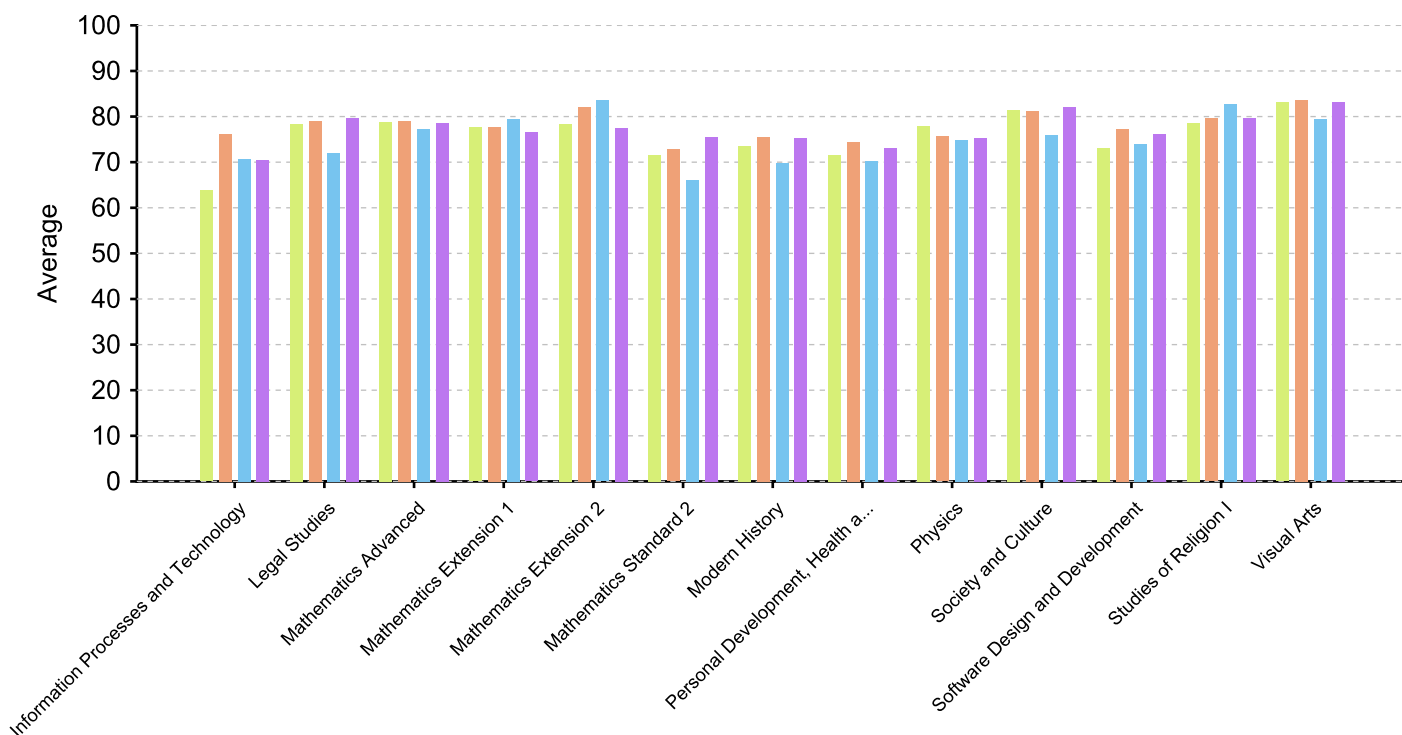
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	74.2	76.1	68.1	73.9
Biology	74.4	75.6	71.9	74.2
Business Studies	71.1	75.6	70.4	74.8
Chemistry	71.7	74.4	74.1	72.5
Community and Family Studies	75.9	77.1	72.7	78.0
Design and Technology	82.9	81.0	77.2	83.3
Drama	80.0	80.8	76.1	81.6
Economics	72.0	75.6	76.7	72.3
Engineering Studies	76.1	75.5	74.1	78.3
English Advanced	80.1	82.4	81.4	80.7
English EAL/D	70.7	74.1	70.0	75.0
English Standard	71.4	72.8	68.8	71.4
Food Technology	79.6	77.3	71.0	75.3
Information Processes and Technology	63.8	76.1	70.8	70.4
Legal Studies	78.3	79.1	72.0	79.6
Mathematics Advanced	78.8	79.0	77.4	78.6
Mathematics Extension 1	77.6	77.7	79.5	76.5
Mathematics Extension 2	78.4	82.0	83.5	77.5
Mathematics Standard 2	71.5	72.8	66.1	75.6
Modern History	73.6	75.6	69.7	75.2
Personal Development, Health and Physical Education	71.5	74.4	70.3	73.2
Physics	78.0	75.6	74.8	75.2
Society and Culture	81.5	81.3	76.0	82.2
Software Design and Development	73.1	77.3	74.0	76.2
Studies of Religion I	78.6	79.6	82.8	79.7
Visual Arts	83.1	83.7	79.4	83.1

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 of all events 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 2021 the opinions of the school community were canvased at various times on a variety of topics. Student feedback on their wellbeing during the Learning from home period was canvased and utilised to develop wellbeing programs and events. Parents were also asked to complete surveys seeking their opinions on particular school initiatives. The input of staff into school planning and improvement took a variety of forms. These included surveys, discussion and feedback opportunities in a variety of forums including faculty and staff meetings and school development days. Staff also engaged with the School Excellence Framework through group discussions and reflection on the school's current performance in relation to each element.

Student voice was encouraged in a variety of ways during the year. Students had a number of opportunities to have their voices heard in relation to specific aspects of school operations and opportunities through surveys and focus groups. 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. There are a variety of clubs with in Turramurra High School and these have allowed students to initiate events to highlight specific cultural events.

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 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

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.