

# 2022 Annual Report

## Turrumurra North Public School



**Turrumurra North**  
PUBLIC SCHOOL – 1914

**EXPERIENCE TODAY INSPIRE TOMORROW**

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# Introduction

The Annual Report for 2022 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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## 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, 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	2022 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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

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

English language proficiency: \$5,851.22  
Low level adjustment for disability: \$17,400.00  
QTSS release: \$24,550.00  
Integration funding support: \$10,000.00  
Literacy and numeracy: \$12,323.00  
Literacy and numeracy intervention: \$20,000.00  
Professional learning: \$10,200.00  
Per capita: \$30,000.00

### Summary of progress

**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 2022, all teachers participated in collaborative discussions about aspects of reading. 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 and carers occurred using data and assessment planned consistently by teachers and undertaken by students. Evidence of positive student progress was informed by Check-In Assessments and NAPLAN. Professional learning in Literacy and reading opportunities were heavily focused towards preparing all staff to implement the new K-2 English Syllabus from 2023. Staff undertook NESA professional learning on the new curriculum reform. This was followed by staff regularly coming together to complete the Department micro learning modules and engage in collegial discussions. TNPS was identified as an Accelerated Adopter School for Stage 1. Teachers trialled the implementation of the new curriculum and units of work. They provided specific and ongoing feedback to the regional curriculum reform leader to further refine, differentiate and enhance the units provided.

#### *Numeracy*

During 2022, 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. Reporting to parents and carers occurred using data and assessment planned consistently by teachers and undertaken by students at a range of levels. Evidence of positive student progress was informed by Check-In Assessments and NAPLAN. Staff undertook professional learning modules provided by NESA and the Department of Education in preparation for the implementation of the new K-2 Numeracy Syllabus in 2023. TNPS was identified as an Accelerated Adopter School for Stage 1. Teachers trialled the implementation of the new curriculum and units of work. They provided specific and ongoing feedback to the regional curriculum reform leader to further refine, differentiate and enhance the units provided.

**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?**

Throughout the year, as a result of the professional learning undertaken through the micro learning modules, collegial

discussions and reflection, staff developed an understanding of the components and changes that come with the new K-2 Curriculum. Along with the staff who participated in the Accelerated Adopter Program, the school is better prepared for the mandatory delivery of the new syllabus K-2 and the units of work. This will help all staff in 2023 to be prepared for future professional learning regarding the 3-10 Syllabus to be delivered in 2024. Support and mentoring provided by the school executive team helped to ensure K-6 reading programs were delivered reflecting best practice. The successful adaptation of new and existing resources and implementation of reading adjustments to address individual learning needs were recognised. An overhaul of all existing readers and Mathematics equipment occurred, with updates made to storage and plans implemented for the purchasing and borrowing of new equipment to match the new curriculum. Due to new focus areas being prioritised by the Department, some areas earlier identified for development were not completed. Building capacity to explicitly teach skills in reading groups and comprehension sessions will continue into 2023.

### 3. To what extent have changes occurred? How do you know? 4. What will be the next steps and school priorities in this strategic direction in 2023?

Our 2022 plan included our intention to provide further high impact professional learning on aspects of reading comprehension and literacy groups. Our Professional Learning program was adapted to reflect the focus on the new syllabus. Through regular staff sessions and discussions on the new curriculum staff developed a deeper understanding and a positive mindset towards the coming changes and feel more prepared and confident to implement it in 2023 and beyond. In 2023, K-2 teachers will be further supported to begin the implementation of the new syllabus and units of work in English and Maths. All staff will continue professional learning (new curriculum training) for the 3-10 syllabus implementation in 2024. With the implementation of the new curriculum for K-2 in 2023, the school will also need to reflect and update procedures for assessment and reporting, programming, scope and sequences and resourcing.

An Assistant Principal Curriculum and Instruction role will commence in 2023 Term 1, with the intention of building staff capacity with a focus on the new curriculum. Mentoring and team teaching opportunities will be timetabled to facilitate the modelling of effective practice and embed professional dialogue, collaboration and classroom observation. Teachers and parents/carers will continue to be provided with opportunities to meet together to build an understanding of differentiated curriculum delivery and assessment practice to further improve student learning and strengthen outcomes.

### 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 lower bound system-negotiated target of 75.3%.	75% of students achieved in the top two bands in NAPLAN 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 lower bound system-negotiated target of 56.2%.	68% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of the lower-bound target.
Improvement in the percentage of students achieving expected growth to be trending towards the school's lower bound system-negotiated target in reading of 77.4%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth to be trending towards the school's lower bound system-negotiated target in numeracy of 65.5%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Explicit and systematic teaching and learning programs in numeracy collaboratively designed in response to student needs.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the collaborative development of explicit and systematic learning programs designed in response to student needs.

### 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

**Per capita:** \$20,000.00

**Low level adjustment for disability:** \$54,515.00

**QTSS release:** \$17,626.00

**Integration funding support:** \$6,523.00

**Professional learning:** \$5,000.00

**Literacy and numeracy intervention:** \$2,984.00

### Summary of progress

#### 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?

In the area of Evaluative Practice we focused on 2 initiatives - data driven practices and personalised learning. Throughout the year data was used to reflect on and inform teaching and to benchmark student achievement. Assessments were developed, sourced and used regularly within classes and across stages for consistent and comparable judgement of student learning, monitoring student learning progress, and identifying skill gaps for improvement and areas for extension. Formal assessment practices such as NAPLAN (Term 2), Check in Assessment (all terms), Phonics Screeners (Term 3) and Best Start (Term 1) were used, along with specific assessments for Learning and Engagement programs such as MiniLit and Spelling Mastery. The Personalised Learning and Support Plan (PLASP) process occurred throughout 2022, with teachers collecting data, analysing assessments, writing personal learning plans and setting goals, and implementing differentiated practice across key learning areas.

No changes to the timeline of assessment and personalised learning needed to be made. The Learning and Engagement team continued to assess, set up and monitor specific programs, primarily in the area of Literacy, providing feedback to staff.

#### 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?

Collaborative processes supported teachers' consistent, evidence-based judgement and moderation of assessments. Teachers used evidence of learning, including a range of formative and summative assessments to inform teaching, to adapt their practice and meet the learning needs of students. The assessment and reporting timeline was adhered to throughout the year, with teachers across the components of the different assessments. There is still a need for ongoing capacity building for all staff in the use of data (eg. NAPLAN, Check in) to moderate individual teacher judgements on their class based assessments, identifying the students who have a discrepancy of results. This approach informed differentiation and teaching programs at an individual, small group or whole class level.

With increasing consistency, teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teachers regularly provided explicit, specific and timely feedback to students related to defined success criteria.

The school-wide PLASP timeline is becoming well-established and occurs regularly with teacher clarity of expectations throughout the terms. The initial development of PLASPs, in consultation with parents and carers, is maintained. Ensuring the termly review, reflection and updating of PLASPs goals to track improvement across the full range of abilities will continue.

### 3. To what extent have changes occurred? How do you know? 4. What will be the next steps in your plan for 2023?

Through fortnightly team meetings time is allocated to staff discussions on the specific tasks required for the PLASP and assessment cycles. Additionally, assessment/data summaries and PLASP documentation provides evidence that these practices are being implemented successfully.

Moving forward, there is a need to continually upskill staff in the writing and maintaining of SMART goals when establishing PLASPs. There is also a need to ensure the validity of the PLASP is maintained throughout the year and that the goals and strategies are timely reviewed and adjusted through the 4 terms. Time and focus during stage meeting is needed to review the data collected and analyse it to determine if specific goals are being reached. These could be goals as part of a PLASP, a teaching program (eg learning intentions) or an individual goal set by a student. In Learning support, this happens in a timely manner because the review of assessment data is embedded in the teaching cycle of the program (eg MiniLit, Spelling Mastery).

In planning for 2023, these considerations to the PLASP timeline, assessment practices and teacher capacity building to personalise learning across KLAS will continue to be a focus as reflected in our Strategic Improvement Plan. Additionally, supporting students to articulate their learning and understand what they need to learn next to enable continuous improvement will remain a focus in 2023.

#### Progress towards achieving improvement measures

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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
Valid and reliable assessment data is regularly collected, monitored and deeply analysed. each term.  Student feedback on learning, derived from formative and summative assessments informs further teaching directions, differentiation and goal setting.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the valid and reliable collection of data and provision of feedback on student learning.
Teacher capabilities and collective practice in personalising and differentiating learning amplified as a result of embedding HPGE strategies.  Individualised, explicit, differentiated and responsive learning opportunities are the result of collaborative practice.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the areas of collaborative practice to build teacher capacity in personalising and differentiating student learning experiences.



### 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

**Per capita:** \$7,360.00

**Professional learning:** \$500.00

**Socio-economic background:** \$1,736.61

**Low level adjustment for disability:** \$1,000.00

**Integration funding support:** \$3,000.00

### Summary of progress

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

The school's wellbeing approach focuses on creating an engaging and effective environment for learning. There is demonstrated commitment from teachers to supporting all students to make learning progress and positive social connections. Staff seek to collaborate with parents and carers and these partnerships further strengthen student learning, school transitions and attendance. Regular check-in conversations and meetings are held. The Learning Engagement Team and school executive support and record these processes.

In 2022, as a result of reviewing, streamlining and adapting the current wellbeing approaches, school-wide positive behaviour for learning expectations (Keys to Success) were aligned to the implementation of the Department of Education Behaviour Code for Students and the Wellbeing Framework. The facilitation of teacher collaborative practice resulted in the sustained commitment to whole school implementation.

Staff professional learning focused on the initial trial of specific components of the You Can Do It! program. Teachers worked collaboratively to develop a scope and sequence of activities and skills, taught explicitly, to match the needs of individuals, class and stage groups.

Whole school and personalised attendance approaches, collaboratively developed, are improving regular attendance rates for a small percentage of students and their families requiring specific interventions, monitoring and support.

NCCD practice, attendance monitoring and transition planning to provide individualised and responsive learning opportunities.

#### 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?

Tell Them from Me responses indicate that students, staff and the community recognise that student wellbeing and engagement are important conditions for optimal learning. Expectations of behaviour are codeveloped with students and shared with parents and carers to ensure effective conditions for learning. They are explicit and positively stated, with a continued focus on their consistent and supportive application across the school. In 2022, stage and executive meetings focused on the sharing of this information and provided regular opportunities for feedback to continually improve school-wide practice.

The collection and analysis of transition plans, reports and other information from a range of school settings and specialist teaching staff, informs and support students' successful transitions. Teachers, supported by the executive team, collaborated with parents and carers of students whose continuity of learning was at risk. As a result individualised and responsive learning opportunities were provided. The Learning Engagement Team, School Counsellor and Executive monitored the process.

Staff confidently use of Sentral platform to record and monitor attendance and wellbeing. Whole school and personalised attendance approaches, collaboratively developed, have improved regular attendance rates for the small percentage of students and their families requiring specific interventions and support.

### 3. To what extent have changes occurred? How do you know? and 4. What will be the next steps and school priorities in this strategic direction in 2023?

Feedback, surveys and shared goal setting opportunities have provided evidence of the aspirations and expectations of students in addition to parents/carers and inform planning for learning. Our active Learning Engagement Team oversee learning engagement practices across the school, with a sustained and strong focus on supporting students requiring learning adjustments to achieve at their own level. A focus on students who are both excelling and requiring further challenges to reach their full potential will remain for 2023 and will be aligned to professional learning in high potential gifted education (HPGE).

#### 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
92.5% of students attending >90% of the time requires an uplift of 4.22% to achieve the forecast lower bound target range.	The number of students attending greater than 90% of the time has increased to 93.5%.
Increase the percentage of students reporting expectations of success, advocacy and sense of belonging to above 88.4%.	Tell Them From Me data indicates 91.4% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Personalised Learning and Support Plans (PLaSPs) for students identified as high potential / gifted students and those requiring learning assistance. Maintain regular monitoring, collaboration and review of PLASPs.  Implementation of YCDI - Social Emotional Learning program K-6, with parent consultation. Facilitate teacher collaborative practice to build sustained commitment to whole school implementation.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the area of learning practice to build teacher capacity in personalising and differentiating experiences to support students across the spectrum of ability levels.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,736.61</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>• Social emotional resilience</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>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equitable access for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to use equity loading funds to meet the additional learning or school resource needs of students experiencing educational disadvantage as a result of their socio-economic background.</p>
<p>English language proficiency</p> <p>\$5,851.22</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>• Highly effective teaching practice in numeracy</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 the beginning and emerging phases</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An additional staff member supported the delivery of targeted initiatives and resourcing. Intensive support was given to students identified in the emerging and developing phases. Team teaching opportunities were utilised to build staff capacity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional development on the EAL/D progressions used by teachers to identify and support varied levels of language learning.</p>
<p>Low level adjustment for disability</p> <p>\$72,915.00</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>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching practice in numeracy</li> <li>• Data driven practices</li> <li>• Personalised learning</li> <li>• Social emotional resilience</li> <li>• Connections and engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Low level adjustment for disability</p> <p>\$72,915.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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 as needed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refining and consolidating the provision of programs adjusted to address individual student needs, ensuring that students are challenged and supported and planned adjustments lead to improvement. Continuing to build the capacity of SLSOs providing additional support for identified students in all learning environments.</p>
<p>Professional learning</p> <p>\$15,700.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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>• Highly effective teaching practice in numeracy</li> <li>• Data driven practices</li> <li>• Personalised learning</li> <li>• Social emotional resilience</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>• whole staff professional learning in literacy and numeracy with a focus on K-2 curriculum implementation</li> <li>• whole staff professional learning in the You Can Do It! program, high potential gifted education and various DoE policy and compliance training requirements</li> <li>• differentiated learning opportunities to meet individual goals identified in staff professional development plans (PDPs)</li> <li>• stage-based, specialist and executive collaborative planning days</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in explicit teaching of reading and numeracy, resulting in improved student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A combination of whole school and targeted, individualised professional learning in the new K-2 English syllabus and K-2 Mathematics syllabus and high potential gifted education. All staff will continue professional learning (new curriculum training) for the 3-10 syllabus implementation in 2024.</p>
<p>Literacy and numeracy</p> <p>\$12,323.00</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> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Literacy and numeracy</p> <p>\$12,323.00</p>	<p>Differentiated teaching through on-going formative and summative assessment was followed by targeted literacy and numeracy programs. Adjustments were developed for identified students performing above or below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Embedding differentiated practice using information on HPGE students (school-based and external assessments) to ensure students are achieving expected (or higher) growth in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$42,176.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Turramurra 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>• Highly effective teaching practice in numeracy</li> <li>• Data driven practices</li> <li>• Personalised learning</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>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support teacher collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers embedded evidence-based, high impact teaching strategies in their classroom practice.</p> <p><b>After evaluation, the next steps to support our students 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>\$22,984.00</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>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching practice in numeracy</li> <li>• Personalised learning</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> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated teaching through on-going formative assessment followed by targeted literacy or numeracy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>Continuing to refine teacher practice in the delivery of differentiated literacy and numeracy programs.</p>
<p>COVID ILSP</p> <p>\$9,440.00</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 2022.</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>• providing targeted, explicit instruction for student groups in literacy/numeracy - Year 1 MiniLit</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing the implementation of literacy small group tuition using data sources to identify specific student need. The school learning and support processes will monitor 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>
<p>Integration funding support</p> <p>\$19,523.00</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> <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> <li>• Personalised learning</li> <li>• Connections and engagement</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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLASPs) in consultation with parent/carers, colleagues, DoE specialists and other stakeholders</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• staffing release for targeted professional learning around behaviour management</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of PLASPs K-6 to support clear improvement aims and planning for learning with students achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Learning Engagement Team will audit and monitor school-wide learning support services to ensure funding supports and services are maximised across the school and targeted for identified students. Teachers will continue to differentiate curriculum delivery to meet the needs of students at various levels of achievement, including adjustments to support learning or</p>

Integration funding support \$19,523.00	increase challenge.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	129	126	122	122
Girls	129	114	105	101

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.7	95.3	94.2	92.0
1	94.7	96.2	94.6	92.7
2	95.5	93.4	95.6	91.6
3	96.5	96.1	93.5	92.8
4	95.5	96.6	94.5	91.1
5	95.4	91.6	96.0	90.4
6	94.5	96.8	93.6	93.3
All Years	95.6	95.1	94.5	91.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	7.15
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	564,841
<b>Revenue</b>	2,329,402
Appropriation	2,130,022
Sale of Goods and Services	1,160
Grants and contributions	192,639
Investment income	5,481
Other revenue	100
<b>Expenses</b>	-2,433,755
Employee related	-2,083,002
Operating expenses	-350,753
<b>Surplus / deficit for the year</b>	-104,353
<b>Closing Balance</b>	460,488

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	19,523
<b>Equity Total</b>	80,503
Equity - Aboriginal	0
Equity - Socio-economic	1,737
Equity - Language	5,851
Equity - Disability	72,916
<b>Base Total</b>	1,859,061
Base - Per Capita	57,358
Base - Location	0
Base - Other	1,801,703
<b>Other Total</b>	126,714
<b>Grand Total</b>	2,085,802

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

Feedback was sought from students, staff and parents/carers through staff meetings, the Student Representative Council (SRC), P&C meetings, Information Evenings and Parent Teacher Interviews, Tell Them from Me surveys and other communication channels such as the newsletter.

The commitment of our teaching staff, the quality of our literacy and numeracy programs, individualised student support and our continued focus on distributive student leadership and range of extra curricular opportunities, in addition to effective and timely communication are all highly valued by the school community. Turramurra North PS continues to enjoy a positive relationship with parents/carers and the broader community. Collaboration between parents/carers and teachers and parent/carer involvement within the school have shown an increase over the year as greater opportunities to participate in classroom activities and school-wide events onsite were again permitted. Supporting the continued enhancement of the school grounds and outdoor learning environment and reigniting the sense of community participation in the life of the school will continue to be areas of focus in 2023.

Student satisfaction is always prioritised as important feedback used by the school executive and all staff for school planning. Students in Years 4 to 6 completed the 'Tell Them From Me' surveys which focused on nine measures of student engagement, categorised as social, institutional and intellectual engagement. 96% of students experience positive relationships, 94% of students have positive behaviour at school and 92% of students try hard to succeed in their learning. Student outcomes and school climate responses indicated effective learning time, explicit teaching practices and feedback as well as teachers holding high expectations of them were positively related to students' feelings and achievement of success at school.

Staff were surveyed to ascertain their perceptions of programs and school climate. Positive, respectful relationships are evident and widespread among students and staff. There was very positive agreement that planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Staff indicated that targeted professional learning opportunities, collaborative practices with colleagues and families/community, an effective and supportive Learning Engagement Team, strong wellbeing programs and the valuing and recognition of all students contribute to a positive school culture. Staff also indicated that continued work in Literacy and Numeracy and High Potential Gifted Education were priorities. The support of School Learning Support Officers and the commencement of the Curriculum and Instructional Leader in the classrooms to mentor and develop explicit teaching practice would benefit all staff and students.

# 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.