

2022 Annual Report

Turramurra Public School



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Introduction

The Annual Report for 2022 is provided to the community of Turramurra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Our vision is to provide an engaging environment with high expectations; where every child thrives, is valued and achieves their personal best.

We ignite creativity and foster confident, independent and resilient learners who make meaningful contributions within their school and the wider community. Through communication, respect and rapport we work in partnership with our community, building trusting relationships with every student, every parent and every teacher.

School context

Turramurra Public School is situated in the Upper North Shore area of Sydney. Its name is derived from the Aboriginal word meaning 'placed on the hill'. The school is set on extensive grounds with buildings clustered at either end of large playing fields. The school caters for students K-6. Our intake of students comes largely from middle to high socio-economic groups and we have 27% students with a language background other than English.

Turramurra Public School students perform exceptionally well in many endeavours and we have high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school provides quality teaching and learning programs, outstanding band and choral programs, a K to 6 buddy program and specialist technology classes. We also offer Robotics, Student Representative Council, Chess Club, Public Speaking and Debating programs, extensive sport programs and a specialist dance and PE program. We have a comprehensive wellbeing policy based on Positive Behaviour for Learning (PBL) that underpins a proud school culture that demonstrates the Department of Education's core values-Respect, Responsibility and Personal Best.

Turramurra Public School maintains a strong focus on academic excellence. Through our situational analysis we have identified a need to use data driven practices to clearly identify students' individual strengths and areas for further development. This information will be used to guide the development of a quality, differentiated curriculum with a focus on maximising student growth.

Significant work will be undertaken to refine schoolwide data sources and data collection practices that will further inform the consistency of teacher judgment across grades and stages.

We will continue to use effective Learning Support procedures to identify students and provide targeted support in instances where growth is not satisfactory. Our schoolwide data collection procedures will be used to measure the impact of these interventions.

Further work will be undertaken in the area of collaborative practice, both within the teaching staff, and between the school and the broader community. A structured procedure for lesson observation and feedback will be introduced, drawing on the collective knowledge and strength of an experienced staff in order to drive ongoing development of teaching practice across the school.

We will further strengthen our communication procedures with our community by identifying communication preferences, reviewing and refining whole school communication procedures, and by focusing on the communication of information regarding student progress.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes in reading and numeracy, we will embed sustainable, evidence informed teaching practices that are responsive to the learning needs of individual 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$10,000.00
English language proficiency: \$119,549.00
Low level adjustment for disability: \$87,691.53
Integration funding support: \$134,074.00
Literacy and numeracy intervention: \$45,968.40
Literacy and numeracy: \$21,772.10
QTSS release: \$56,463.19
Socio-economic background: \$2,671.71
Per capita: \$15,000.00

Summary of progress

The staff at Turramurra Public School have embraced the focus to maximise learning outcomes in reading and numeracy, by embedding sustainable, evidence and data informed teaching practices that are responsive to the learning needs of individual students. Reading and numeracy teams have continued to lead change in teaching and learning. These teams have analysed Check In, NAPLAN and PAT Assessment data. They reported the findings back to the whole school and made recommendations of best practice to continue growth in reading and numeracy.

All staff members participated in evidence based professional development of Learning Hubs. In Semester 1, each learning hub focused on spelling. In Semester 2, each learning hub focused in measurement and geometry. All teacher's programs were reviewed and differentiation was evident in all programs in numeracy and reading. An Assistant Principal, Curriculum and Instruction leader in was appointed and engaged all teachers in best practice professional learning. In Semester 2, this professional learning focused on the implementation of the new K-2 Syllabus.

As a result of the initiatives listed above, data indicates 78.7% of students are in the top two skill bands for reading which is a 7.5% increase against baseline data. In numeracy, 66.21% of students are in the top two skill bands indicating a 0.19% increase against baseline data. The new resources purchased in reading and numeracy have been embraced and used effectively by classroom teachers. Support programs in literacy and numeracy have worked exceptionally well. Support for students with learning difficulties, EALD, COVID tutor, SLSO, use of Learning and Support teacher and literacy numeracy intervention.

In 2023, the Turramurra Public School staff will continue to engage in professional learning in reading, numeracy and implementation of new curriculum. Literacy and Numeracy teams will share recent purchased resources with all staff. These resources and professional learning will support the implementation of the new K-2 Syllabus and promote differentiation.

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
- the % of students achieving top 2 bands in reading increases from 71.2% (baseline) to 77.9% (Lower Bound).	2022 NAPLAN data indicates 78.7% of students are in the top two skill bands for reading which is a 7.5% increase against baseline data.

- maintain the % of students achieving expected growth in reading to be above 75.4% (baseline).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
-the % of students achieving top 2 bands in numeracy increases from 66% (baseline) to 72.5% (Lower Bound).	2022 NAPLAN data indicates 66.21% of students are in the top two skill bands indicating a 0.19% increase against baseline data.
- maintain the % of students achieving expected growth in numeracy to be above 59% (baseline 57.1%).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Data Informed Practice

Purpose

In order to maximise learning outcomes for students we will further develop data informed practice across the school to guide teaching and learning and drive student growth in all areas.

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.

- Teacher capacity in data
- Data to inform practice

Resources allocated to this strategic direction

Professional learning: \$11,120.00

Summary of progress

The staff at Turrumurra Public School continue to embrace the focus on data to inform practice. Staff are using a whole school, measurable assessment system, covering both numeracy and literacy to guide teaching and learning activities. These twice yearly assessments assist staff in identifying strengths and weaknesses in students, measuring growth over the year and in turn measuring the success of teaching initiatives. To support staff, teachers have received professional learning on data triangulation and the functions available within the whole school assessment system. In Term 4, staff received professional development and trialled a new whole school assessment system which we will be implementing in 2023. This system align more closely with PLAN.

The assessment schedule across the school has been reviewed and a whole school assessment schedule has been created. Staff are using SENTRAL effectively, inputting all relevant data on an ongoing basis. All student data is now stored in either SENTRAL or a specific assessment folder in our Faculty system. Teachers have been participating in data analysis sessions each fortnight to analyse student data and increase staff capacity in data. The standardised assessment system and knowledge of data analysis have resulted in staff being more confident to use data to guide programming, and staff have a more comprehensive understanding of their students academic abilities. The introduction of staff planning days to act upon data analysis has resulted in the formulation of high quality, differentiated programs for all students. Data from both the whole school assessment system and NAPLAN flows through to the SENTRAL system.

In 2023, data informed practice will continue to be a focus. Further surveys will also be completed to ensure that training on data analysis is informed and targeted toward staff needs.

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
Data collected through Staff TTFM indicates that Data Informs Practice (Score 8.4 or higher)	Staff Tell Them From Me responses indicate that the school is progressing towards the target of Data Informs Practice with a score of 8.1, which is 0.3 below our target.
Element: Data Skills and Use Focus Theme - Data Literacy (S&G) The school consolidates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of data literacy. Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the focus theme of data analysis. Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the focus theme of data use in teaching.

<p>Focus Theme - Data Analysis (S&G)</p> <p>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.</p> <p>Focus Theme - Data Use in Teaching (S&G)</p> <p>Teachers confidently develop and use assessments regularly across stages/year levels/ subject areas or the whole school to maintain consistent and comparable judgement of student learning, and monitor student learning progress.</p> <p>Focus Theme - Data Use in Planning (S&G)</p> <p>There is a coordinated effort by school staff to reflect on student progress and achievement data and develop plans and strategies for improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of data use in planning.</p>
<p>Element: Curriculum</p> <p>Focus Theme - Differentiation (S&G)</p> <p>Teachers use data to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of differentiation.</p>

Strategic Direction 3: Collaborative Partnerships

Purpose

In order to build connectedness and communication we will strengthen trusting and effective partnerships across the school and the wider community in order to embed a consistent approach to teaching, learning and wellbeing.

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.

- Collaborative Communication Practices
- Community Engagement
- Implement Reconciliation Actions

Resources allocated to this strategic direction

QTSS release: \$48,000.00

Professional learning: \$14,659.24

Per capita: \$22,000.00

Aboriginal background: \$1,560.00

Summary of progress

Our focus for 2022 was on increasingly collaborative communication practices between the school and our parent community and strengthening community engagement.

Collaborative partnerships across staff were bolstered, with two new collaborative work spaces established, the continuation of access to digital tools to collaborate with, the enhancement of staff Sentral tools, including calendars and daily notices, daily emails with changes to routine and weekly staff and stage meetings.

Professional collaboration was enhanced through stage based curriculum planning sessions that maintained focus on increasing the consistency of teacher judgment of student assessments. These took place twice a term in terms 3 and 4, and also during all Staff Development Days. Teachers used student data to plan and embed quality teaching and learning programs that were differentiated to meet individual student needs, with a focus on literacy and numeracy. Fortnightly data analysis sessions took place for each stage, also focusing on literacy and numeracy through review of internal and external assessments and classroom observations. Through Quality Teaching Rounds (QTR) and Observation Learning Hubs, teachers were provided with detailed, high-level feedback regarding the implementation of these programs and teaching strategies were further refined and developed in order to better meet students' individual needs. QTR were run both internally and with a local school.

Community engagement was enhanced through the opening of the Sentral Parent Portal. Parents were provided with access to student reports, both current and past, a constantly updated calendar and attendance information. Parents were notified in the morning if there was an unexplained absence and could use the Sentral Parent Portal to indicate the reason for the absence. The school website was revised, with a comprehensive School Handbook created and termly photos added showcasing school events. The SkoolBag app was also utilised to inform parents, including sending out urgent communications.

In 2023, we will maintain our focus on staff collaboration through consolidating the current programs and collaborative initiatives. This will include the continuation of collaborative data analysis sessions, curriculum planning sessions, QTR and Observational Learning Hubs. We will also focus on feedback to parents and continue to consolidate our community engagement initiatives, including the utilisation of the Sentral Parent Portal and maintaining our open door policy.

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
Average staff responses in the area of Collaboration in Tell Them From Me increase from 7.97 (baseline 2016-	Staff responses in the area of Collaboration in Tell Them From Me (2022) scored at 8.3, which is an increase of 0.33 on last year, but 0.1 below the 2024 target.

2020) to exceed 8.4.	
Average parent responses in the area of Parents are Informed in Tell Them From Me increase from 5.5 (baseline 2016-2020) to 6.5 by 2024.	Parent responses in the area of Parents are Informed in Tell From Me (2022) scored at 5.6, which is an increase on the previous year, but 0.9 below the 2024 target.
Lift the percentage of students attending school 90% of the time or more to 95.5%.	The number of students attending greater than 90% of the time or more has decreased by 20%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,074.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Turrumurra Public 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"> • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised and support plans (PLSP) • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional <p>The allocation of this funding has resulted in the following impact: Students with additional needs have been closely monitored. We aimed to increase the % of students achieving top 2 bands in reading to be above 71.2% (baseline) we achieved 78.7% We aimed to increase the % of students achieving top 2 bands in numeracy to be above 66% (baseline) we achieved 69.2% Students work with an increasingly differentiated curriculum designed to meet individual learning needs 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 will be: Continued provision of 1:1 and small group support strategies. 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>\$2,671.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Turrumurra Public 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"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • employment of additional staff to support Positive Behaviour for Learning program implementation. • equitable access to specialist resources <p>The allocation of this funding has resulted in the following impact:</p>

<p>Socio-economic background</p> <p>\$2,671.71</p>	<p>Year 3 and 5 NAPLAN Reading above state and just below SSSG Year 3 and 5 NAPLAN numeracy above state and just below SSSG</p> <p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy learning support staff to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$1,560.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Turrumurra Public 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"> • Implement Reconciliation Actions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of Personalised Learning Plans for all Aboriginal Students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Aboriginal students working within a quality differentiated curriculum. 100% of staff in TTFM (2022) in the area of "Teachers are confident in their capacity to meet the needs of Aboriginal students" either "Neither Agree nor Disagree", "Agree" or "Strongly Agree".</p> <p>After evaluation, the next steps to support our students will be: Continued refinement of Personalised Learning Plans. Acquisition of resources to further support Indigenous perspectives.</p>
<p>English language proficiency</p> <p>\$119,549.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Turrumurra Public 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • increased allocation of staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression leveling PL to staff • intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: All students being correctly identified and tracked using the EAL/D progressions. Individualised support to students using small group and 1:1 instruction.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the</p>

<p>English language proficiency</p> <p>\$119,549.00</p>	<p>curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Increased resourcing of EAL/D learning materials.</p>
<p>Low level adjustment for disability</p> <p>\$87,691.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Turramurra Public 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"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - approximately 13% of students receive short or long term targeted interventions. - an increase of students achieving at or above expected growth in NAPLAN results. - The school's value-add results have also improved. -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>After evaluation, the next steps to support our students will be:</p> <p>Employment of an Assistant Principal Curriculum and Instruction to provide coaching and mentoring for staff in quality literacy and numeracy instruction.</p> <ul style="list-style-type: none"> - 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>Professional learning</p> <p>\$35,779.24</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 Turramurra Public 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"> • Reading • Numeracy • Teacher capacity in data • Collaborative Communication Practices • Data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engage in ongoing, bite-size professional learning on the "Five Elements of Effective Reading Instruction", with a focus on comprehension, during staff meetings, within their cross-stage professional learning hubs and share their findings • Introduce mentors in data skills and use to guide staff as they develop their data literacy skills • Continue the yearly gap analysis and review of NAPLAN/Check in and PAT data, focusing on individual student growth. • Teachers participate in Quality Teaching Rounds, with a focus on reading

<p>Professional learning</p> <p>\$35,779.24</p>	<p>and numeracy, to support and further develop effective evidenced based teaching. Teachers will have the opportunity to undertake professional learning and enrich student learning through a collaborative, teacher-driven framework enabling them to analyse and improve their practice, contribute to collegial discussions and apply constructive feedback to improve their professional knowledge and practice.</p> <p>The allocation of this funding has resulted in the following impact: The staff has gained increased understanding of the principles of quality teaching and built strong links across the school and within the local school network.</p> <p>After evaluation, the next steps to support our students will be: Continued use of the quality teaching scaffold to further inform teaching practice through ongoing classroom observation.</p>
<p>Literacy and numeracy</p> <p>\$21,772.10</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Turramurra Public School from Kindergarten to Year 6.</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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Increased consistency of practice across grades and stages. Improved access to quality resources.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. Continued provision of quality resources to support literacy and numeracy instruction.</p>
<p>QTSS release</p> <p>\$104,463.19</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Turramurra Public 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"> • Numeracy • Collaborative Communication Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of learning hubs to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: All staff K-6 participating in regular, structured classroom observations and feedback through Learning Hubs. Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Increased consistency across grades and support provided for staff through assistant principals building capacity of classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will</p>

<p>QTSS release</p> <p>\$104,463.19</p>	<p>be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. Continuation of Learning Hubs in 2023, with a focus on best classroom practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Turramurra Public School who may be at risk of not meeting minimum standards.</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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students. • employment of instructional leader to support the delivery of evidence-based literacy and numeracy programs and data driven practices • classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. The percentage of students achieving in the top 2 bands in reading increased to 78.67% The percentage of students achieving in the top 2 bands in numeracy increased to 66.21%</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. For the Assistant Principal Curriculum and Instruction to increase levels of differentiation in classroom instruction.</p>
<p>COVID ILSP</p> <p>\$11,800.00</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>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"> • providing targeted, explicit instruction for student groups in literacy & numeracy • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: 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 will be: Continuing 1:1 intervention for identified students. After evaluation, the next steps to support our students with this funding will be: to 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.</p>

COVID ILSP \$11,800.00	Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	296	303	284	283
Girls	274	270	262	278

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.3	96.6	97.0	94.0
1	95.7	95.6	96.2	93.5
2	96.0	95.4	96.4	92.9
3	96.0	95.9	96.2	93.0
4	95.4	95.9	96.1	93.7
5	95.9	95.4	95.8	94.8
6	95.1	95.9	95.2	92.2
All Years	95.7	95.8	96.1	93.4
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.82
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	2
School Administration and Support Staff	4.06

*Full Time Equivalent

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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,038,598
Revenue	5,838,185
Appropriation	5,190,531
Grants and contributions	633,228
Investment income	14,126
Other revenue	300
Expenses	-5,644,545
Employee related	-4,958,453
Operating expenses	-686,092
Surplus / deficit for the year	193,640
Closing Balance	1,232,238

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.

	2022 SBAR Adjustments (\$)
Targeted Total	134,074
Equity Total	211,350
Equity - Aboriginal	1,437
Equity - Socio-economic	2,672
Equity - Language	119,549
Equity - Disability	87,692
Base Total	4,080,747
Base - Per Capita	137,963
Base - Location	0
Base - Other	3,942,784
Other Total	578,663
Grand Total	5,004,834

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.

Parent/caregiver, student, teacher satisfaction

During 2022 parent, staff and student satisfaction was evaluated through the Tell Them From Me surveys. The parent survey received 70 responses and indicated overall satisfaction, with 78% of respondents strongly agreeing (29%) or agreeing (49%) they would recommend their child's school to other parents. Parents indicated a school strength in student well being practices through our PBL programs and clear school expectations. Parents indicated that students are clear about expectations for behaviour at school. Areas for future focus include supporting parents to engage with students' homework activities and support in discussing achievement at school. Students indicated high levels of satisfaction with the school, however student sense of belonging was identified as an area of focus. An area for development noted by the students was the maintenance of school bathroom facilities. Staff satisfaction remained high with curriculum change and collaboration highlighted as areas of strength.

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.