

# 2022 Annual Report

## Turrumurra High School



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# Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Turramurra High School

Maxwell St

South Turramurra, 2074

<https://turramurra-h.schools.nsw.gov.au/>

[turramurra-h.school@det.nsw.edu.au](mailto:turramurra-h.school@det.nsw.edu.au)

9449 4233

## School vision

Turrumurra High School is a dynamic and inclusive learning community that seeks to empower individuals to reach their potential through the creation of supportive relationships and a future-focused learning environment. We seek to prioritise collaborative and creative practices to facilitate agency and the promotion of resilience.

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

## School context

Turrumurra High School is a comprehensive, coeducational secondary school located on the upper North Shore of Sydney. The population of approximately 1070 students includes 38% students from a non-English speaking background and a number of students who identify as Aboriginal. The school provides a wide range of learning opportunities which aim to develop the learning skills and dispositions of students to empower them to lead their own learning journey.

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

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

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

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

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

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	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	Delivering
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

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

### Initiatives

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

- Literacy and numeracy
- Engagement (differentiation strategies)

### Resources allocated to this strategic direction

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**Professional learning:** \$37,000.00

**Low level adjustment for disability:** \$146,163.00

**Integration funding support:** \$209,399.00

**English language proficiency:** \$119,188.00

**Aboriginal background:** \$3,718.00

**Socio-economic background:** \$25,079.26

**Student support officer (SSO):** \$96,058.00

### Summary of progress

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A number of key literacy initiatives were introduced or expanded upon in 2022. The Reading to Learn program was consolidated through Science classes in Years 7 to 10. This was well supported through internal professional learning via a team teaching model. The second year of our school's involvement with the Writing in Secondary program involved moving into a more intensive professional learning and implementation phase. Supported by the embedded Curriculum Writing Specialist, a community of practice was established with participating staff. In the later part of the year, a newly formed numeracy team began engaging in a professional learning program through our network numeracy specialist. School data was analysed and initial plans formed for addressing numeracy across the school. With both the Reading to Learn and Writing in Secondary programs, strategies were implemented in participating teachers' classes in multiple learning cycles with pre and post testing to assess student progress. We had hoped to expand the Reading to Learn program through another KLA through use of the expertise of the Science teachers trained in the strategies. This did not eventuate due to limitations of time and availability of cover for team teaching. However, the consolidation and embedding of the program within the Science faculty was very successful. Participating staff observed considerable growth in student skill and confidence in their literacy skills through the use of both strategies. Analysis of student writing samples from both Reading to Learn and Writing in Secondary demonstrates considerable growth in student understanding and use of vocabulary as well as improvements in sophistication in the use of grammatical and language convention. The Numeracy team completed professional learning during the latter part of the year and consequently, planning for whole school numeracy development was well underway by the end of 2022. Moving into 2023 we will improve coordination of literacy strategies and develop a consistent whole school focus on particular aspects of literacy identified from student performance data. Finalisation of our numeracy strategy will lead to a coordinated whole school focus and embedding of explicit teaching of numeracy in all classrooms.

Differentiation was again a focus, with particular attention in the first part of the year on developing and embedding High Potential and Gifted Education (HPGE) strategies into teaching and learning. Staff teams in all KLAs were given time to identify strategies to cater for students with high potential in different domains. This led to adjustments to teaching and learning programs to ensure the inclusion of appropriate strategies. Our Learning and Support team worked closely with the local network Learning and Wellbeing staff to refine processes for supporting students with additional learning needs. Executive staff were also engaged in this so that strategies and processes filtered through to classroom practice. Professional learning in the HPGE policy gave staff teams confidence in taking steps towards developing and embedding strategies. Considerable time was provided during a school development day for staff to become familiar with the policy and to work in KLA teams, thus ensuring that this important work was prioritised. Although some identification of HPGE students has occurred, further work is required in this area. As a school community, we need to ensure the development of student talent ensuring that all students achieve their potential. Loss of key staff involved in the initial HPGE team impacted the development of this segment of the HPGE policy. Our focus on embedding HPGE strategies into teaching and learning programs increased teacher awareness of the importance of differentiation for all students. Anecdotal

evidence suggests that the use of teaching strategies in this area has increased, however additional work is needed to refine the HPGE strategies being implemented and an audit of teaching and learning programs would allow for a better understanding of the quality and breadth of provision of strategies for students. The school achieved a more consistent approach to student learning support and interventions. This resulted in an increased number of learning support referrals and subsequent collaborative learning support interventions between learning support staff and teachers. Our next steps in 2023 in HPGE will be on developing processes to identify talent and provide targeted strategies to support individual students. In 2023 we will focus on improving our use of individual student data to better track progress of students with additional learning 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
<p><b>TOP TWO BANDS - READING</b></p> <p>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Reading</b> of 47.0%</p>	<p>32.14% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress yet to be seen toward the lower-bound target.</p>
<p><b>TOP TWO BANDS - NUMERACY</b></p> <p>Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in <b>Numeracy</b> of 59.2%</p>	<p>45.11% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress yet to be seen toward the lower-bound target.</p>
<p><b>EXPECTED GROWTH - READING</b></p> <p>The percentage of students achieving expected growth in NAPLAN <b>Reading</b> moving towards the school's lower bound system-negotiated target of 68.4%.</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p><b>EXPECTED GROWTH - NUMERACY</b></p> <p>The percentage of students achieving expected growth in NAPLAN <b>Numeracy</b> moving towards the school's lower bound system-negotiated target of 72.0%</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p><b>HSC TOP TWO BANDS</b></p> <p>Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 47.39%</p>	<p>73.19% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.</p>
<p><b>WRITING</b></p> <p>The percentage of Year 9 students achieving in the top 2 bands in NAPLAN Writing to be moving towards the school's identified target of 30.0%.</p>	<p>21.8% of Year 9 students attained results in the top two bands in NAPLAN <b>writing</b>. This is similar to the previous year, indicating that progress is yet to be seen towards the school identified target of 30%</p>

## Strategic Direction 2: Ongoing Transformation

### Purpose

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

### Initiatives

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

- Transformation of Practice
- Transformation in leadership and structures

### Resources allocated to this strategic direction

### Summary of progress

Early in 2022 we conducted an evaluation of the Strategic Initiative Teams structure, which had been the foundation of our strategy for implementation of initiatives for the previous two years. This led to a change in meeting structures to one focused on whole school professional learning, with a narrower focus on a smaller number of key initiatives. These included Literacy, through the Reading to Learn and Writing in Secondary programs, High Potential and Gifted Education and HSC Professional Learning. The consultation leading to the change in school plan implementation involved staff surveys, interviews with team leaders and analysis of data. The process provided clarity and increased confidence in decision making for executive staff. Meeting times became more effective as a result of having more consistent focus around a small number of aspects of teaching and learning. A combination of whole school and team-based professional learning was effective in maintaining momentum in development of staff skills and implementation of strategies into the classroom. The impact of the change in approach to professional learning and meeting structures was difficult to quantify, and there were some limitations on resourcing of release time for teams to continue to work on initiatives to see them through to their full potential. Overall, the change to professional learning and meeting structures has yielded definite benefits, assisting in shifting staff to a more consistent focus on key teaching and learning initiatives. Moving into 2023, we will maintain a similar approach to keeping the focus of meetings on professional learning to improve learning outcomes for students. A coordinated approach such as this will build staff capabilities and confidence to ensure an improvement in practice.

Analysis of data from the Tell Them From Me survey and student focus groups indicated a need to improve student engagement, monitoring of student progress and connections between students and staff. After researching a number of options and models and extensive consultation process, the decision was made to change the school's timetable structure. This involved planning for a change from the start of 2023 in the number of periods per day as well as the incorporation of a twenty minute home room session three times per week. Staff, students and parents were provided with opportunities to engage in the consultation process. Research completed by the planning team was thorough and updates were provided to staff a number of times. Training of teachers took place during Term 4 and this will continue at the start of 2023. At this stage, as this initiative will be implemented in 2023, the impact of the change cannot yet be commented on. The day structure change will be implemented from the beginning of the 2023 school year. It will be important to evaluate progress at a number of points during the year and provide resourcing where needed to support the effectiveness of the implementation. Home rooms will also be a new and important initiative for our school which will require thorough analysis and evaluation to ensure its success.

### 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
<b>REFLECTIVE PRACTICES</b> Increased opportunities for students to engage in reflection on progress in student learning through reflective writing tasks and other activities related	Analysis of mid and yearly school reports indicate that year 7 students are reflecting on their learning progress via personal written statements. Teaching and learning programs indicate that Year 9 students are utilising reflective practices in PBL as they regularly evaluate their project progress, and complete a final evaluation before the final showcase at the end of the

to projects.	year.
<p><b>COLLABORATIVE PRACTICE</b></p> <p>Self assessment against the School Excellence Framework in the element of 'Learning and Development' is moving towards Excelling. Particular focus is on increasing number of staff involved in communities of practice within school and external networks.</p>	<p>Self assessment against the School Excellence framework shows the theme of Learning and Development is moving towards excelling. A review of professional learning data indicates an increase of staff involved in communities of practice including Writing in Secondary (WiS), Reading to Learn and HSC PL.. Strategies are being sustained with the introduction and training of new staff and the collaborative sharing of expertise.</p>



## Strategic Direction 3: Supportive Learning Partnerships

### Purpose

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

### Initiatives

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

- Effective Learning Communities
- Enabling Voice

### Resources allocated to this strategic direction

### Summary of progress

During 2022 there was an increased focus on creating opportunities to build effective connections with our primary school partners. One of these was a STEM project with Year 3 students from Turramurra Public School. Another was a collaboration between our Mathematics faculty and teachers from Normanhurst Public School which involved observations and professional dialogue. We also re-started our highly impactful student mentoring program, the Powerful Project, with partner primary school communities and the Gibberagong Environmental Education Centre. These initiatives had the purpose of improving transitions from primary to secondary school through sharing of expertise between staff in the different settings, familiarisation for primary school students with high school and building of relationships between school communities. It was pleasing to see a number of initiatives developed and supported by staff from different schools. Some initiatives were very time intensive, however the connections and relationships developed between schools were seen to be well worth the investment. Professional dialogue between teaching staff from different schools was also highly valuable. These effective school partnerships developed student motivation to achieve and improve. Careful planning and clear communication was key to the success of these projects and allowed staff to demonstrate and share their expertise. Through these initiatives there was an increase in dialogue between staff from the schools involved. Momentum for increasing opportunities such as these is evident. Therefore, in 2023 we will be looking for ways to deepen connections with more of our partner primary schools to further enhance our transition processes for Year 6 into Year 7.

A number of student-led initiatives were developed during 2022 which increased opportunities for students to build connections around areas of shared interest. Some examples of student-initiated clubs created during 2022 are the Social Justice club, Diversity and Inclusion group, and the Leos Club which is supported by the St Ives Lions club. Each of these clubs are supported by a staff member and all have a strong membership base. Student focus groups were used a number of times to explore student views on different topics impacting them at school. The process for initiating the creation of new clubs was largely developed by student leaders and they have taken responsibility for the publicising of the process. It has been pleasing to see students taking initiative and planning and developing their ideas and seeing them to fruition. There has been a measurable increase in active engagement of students in extra-curricular activities as well as a number of connections being built with the community organisations. This has created additional opportunities in student leadership as well as development of student agency. These groups have also created another platform for students to advocate for causes and enact change. The use of student focus groups has provided an opportunity for students to express their views clearly and to have them acknowledged. While data on student involvement has not yet been analysed, it is clear that students involved in clubs have a greater sense of connection and belonging at school. In 2023 there will be an increase in opportunities to promote and celebrate successes of student groups. We will look at effective ways to incorporate student involvement into student records, which will then be used to support transition processes from school. We will consider broadening the use of student focus groups so that more students are given opportunities to have their voices heard and increase their influence on school planning.

### 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
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<p><b>ATTENDANCE</b></p> <p>Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 88.3%</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 24.63%, 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.</p>
<p><b>WELLBEING</b></p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's lower bound system-negotiated target of 69.03%.</p>	<p>57.6% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School), a slight (0.6%) increase, demonstrating movement toward this school-based progress measure. Of particular note was a 3% increase in Expectations for Success.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$209,399.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Turrumurra High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• Engagement (differentiation strategies)</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release for targeted professional learning around specific procedures for supporting students with physical needs, ASD and others.</li> <li>• consultation with network Learning and Wellbeing staff on improving processes and procedures for effectively supporting students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> to continue engagement with network Learning and Wellbeing staff to further refine procedures for provision of learning support.</p>
<p>Socio-economic background</p> <p>\$25,079.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Turrumurra High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• Engagement (differentiation strategies)</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>• employment of external providers to support students with additional learning needs such as RAISE mentoring, PCYC programs, The BENN.</li> <li>• providing for students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services such as through subsidising of online learning platforms.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> identified students having equitable access to curriculum and extracurricular activities leading to improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to utilise additional staffing for learning and wellbeing support, to engage in staff professional learning, sourcing and implementation of relevant programs and working with external agencies and providers. This will support identified students and assists the school's trajectory towards achieving targets. Learning Support team and Student Support Officer will monitor and ensure that specific learning and wellbeing needs are being addressed.</p>
<p>Aboriginal background</p> <p>\$3,718.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Turrumurra High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$3,718.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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>• Engagement (differentiation strategies)</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students mentored by an Aboriginal teacher. As well as a focus on learning goals, mentoring sessions helped students to grow in their engagement with learning about their culture through support and opportunities provided. The two Aboriginal students in Year 12 both achieved the HSC and were offered university places. This followed regular mentoring by Aboriginal teacher, ongoing communication with families, careers advice, etc.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to increase opportunities for Aboriginal families to engage with the school to further develop connections and development of shared goals and partnership in their children's learning. Provide further opportunities for Aboriginal students to work with staff and student leadership team on events to recognise and celebrate Aboriginal cultures and histories.</p>
<p>English language proficiency</p> <p>\$119,188.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Turrumurra High School.</p> <p><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>• Engagement (differentiation strategies)</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 teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• employment of additional bilingual staff to support communication</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student progress showing consistent growth on the EAL/D learning progressions, with EAL/D students encouraged to achieve to their ability. A particular focus on literacy has enabled students to steadily improve their reading, writing, speaking and listening, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to implement planned literacy strategies consistently across the school, capitalising on the expertise of an EAL/D teacher in providing professional learning for all teaching staff. Continued monitoring and assessment of EAL/D students throughout the year.</p>
<p>Low level adjustment for disability</p> <p>\$146,163.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Turrumurra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$146,163.00</p>	<ul style="list-style-type: none"> <li>• Engagement (differentiation strategies)</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• support for students in programs such as Life Skills and development and implementation of Individual Learning Plans/Profiles; HSC Special Provisions</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions. This resulted in an increased number of learning support referrals and subsequent collaborative learning support interventions between learning support staff and teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> further professional learning for SLSOs and LaST in strategies to support students in class and support for teachers in differentiating the curriculum and developing resources.</p>
<p>Professional learning</p> <p>\$92,000.00</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 High 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>• Literacy and numeracy</li> <li>• Engagement (differentiation strategies)</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• release time for staff to engage in professional learning in communities of practice, thus strengthening skills in explicit teaching of literacy and numeracy skills as well as HSC high leverage strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of teachers to embed effective practices through literacy program implementation resulting in improved internal student results. Student skills and understanding of language conventions increased. Improved use of vocabulary and sophistication of writing skills increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue and expand the implementation of literacy programs across the school, strengthening the strategic approach to this. Development of numeracy strategy and implementation through professional learning of all staff. Implementation of the HPGE policy will be enabled through engagement of all staff with professional learning. Time will be provided for program development and implementation.</p>
<p>COVID ILSP</p> <p>\$21,213.00</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</b></p>

<p>COVID ILSP</p> <p>\$21,213.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• The majority of the students in the program achieving significant progress towards their personal learning goals.</li> <li>• Records in PLAN2 show that most students who were previously achieving 'never' in the targeted focus area were now either achieving 'sometimes' or 'always' for each progression indicator.</li> <li>• Internal school assessment data demonstrates clear improvement in participating students' outcomes.</li> <li>• As a direct result of the consistent, targeted intervention, teachers are reporting increasing engagement by students during in-class support as well as on return to class after small group tuition.</li> <li>• Students who always required prompting to commence writing activities at the start of the program were able to start these activities independently by the middle or end of Term 4, which was particularly impressive when that student's confidence and academic ability were low. It was also pleasing to see students making genuine attempts at activities, for example, considering all parts of a reading comprehension question, or proofreading their work for spelling errors. Many students, particularly in the junior years, became more confident with requesting support from both teachers and educators, and were more willing to verbalise their ideas and reflect on the strengths and areas of improvement required in their classwork.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> 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. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Turrumurra High 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>• Engagement (differentiation strategies)</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Provision of individual student wellbeing support</li> <li>• Organisation and facilitation of small group sessions addressing a variety of student wellbeing needs</li> <li>• Facilitating and supporting school and family connections with external agencies</li> <li>• Student, staff and parent information sessions covering a range of wellbeing topics</li> <li>• Collaborative leadership and coordination of wellbeing programs including for year groups and small groups of students</li> <li>• Collaboration with staff and student leaders in planning wellbeing events and programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Student Support Officer (SSO) has had a key role in supporting wellbeing across the school. In 2022 the effectiveness and visibility of this role has increased which, in part, is demonstrated by the fact that 244</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>individual referrals were made to the SSO in Semester 2 alone. Feedback from students, staff and parents on wellbeing initiatives led by the SSO is extremely positive. Members of the wellbeing team as well as teaching staff have benefited from the expertise of the SSO in their own skill development, enhancing their ability to support students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> further consolidation and refining of programs and strategies being implemented. Clarification of the demarcation between the SSO role and other roles in the wellbeing team to ensure sustainability.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	676	705	664	619
Girls	531	515	484	447

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.4	93.6	95.1	89.4
8	93.1	93.7	91.4	87.9
9	92.3	92.3	89.7	86.2
10	91.5	93.0	89.4	85.5
11	92.5	92.4	90.8	88.3
12	94.0	94.0	90.5	89.4
All Years	92.9	93.2	91.1	87.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## 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.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	0
Employment	2	2	4
TAFE entry	1	2	3
University Entry	0	0	86
Other	0	0.5	5
Unknown	1.5	0.5	2

## Year 12 students undertaking vocational or trade training

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11.11% of Year 12 students at Turramurra High School undertook vocational education and training in 2022.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.2% of all Year 12 students at Turramurra High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	53.7
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1.4
School Administration and Support Staff	14.57
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 Actual (\$)
<b>Opening Balance</b>	1,313,636
<b>Revenue</b>	13,796,613
Appropriation	12,332,644
Sale of Goods and Services	131,069
Grants and contributions	1,253,652
Investment income	16,040
Other revenue	63,207
<b>Expenses</b>	-13,749,953
Employee related	-11,716,670
Operating expenses	-2,033,283
<b>Surplus / deficit for the year</b>	46,660
<b>Closing Balance</b>	1,360,296

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>	209,399
<b>Equity Total</b>	294,149
Equity - Aboriginal	3,718
Equity - Socio-economic	25,079
Equity - Language	119,188
Equity - Disability	146,163
<b>Base Total</b>	10,722,444
Base - Per Capita	289,874
Base - Location	0
Base - Other	10,432,570
<b>Other Total</b>	646,627
<b>Grand Total</b>	11,872,619

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

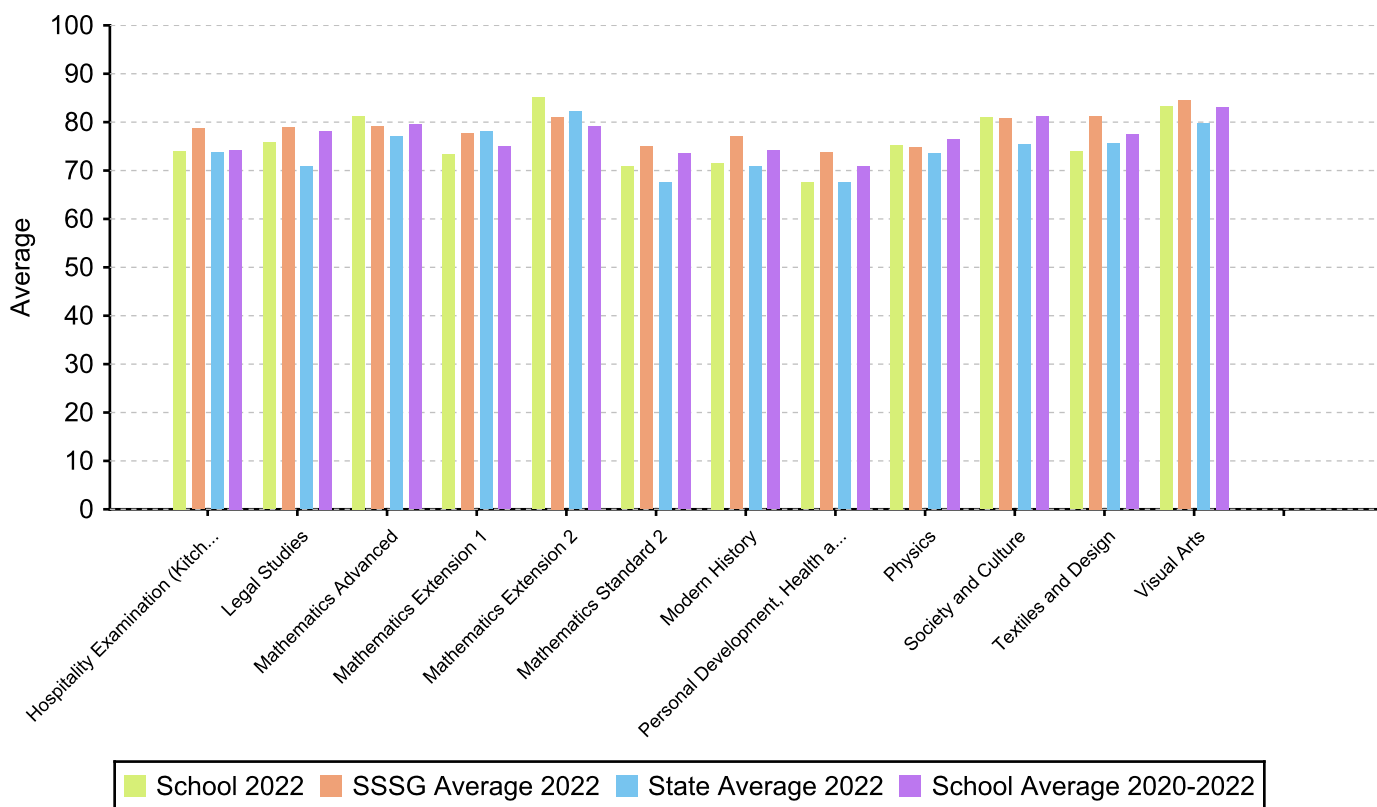
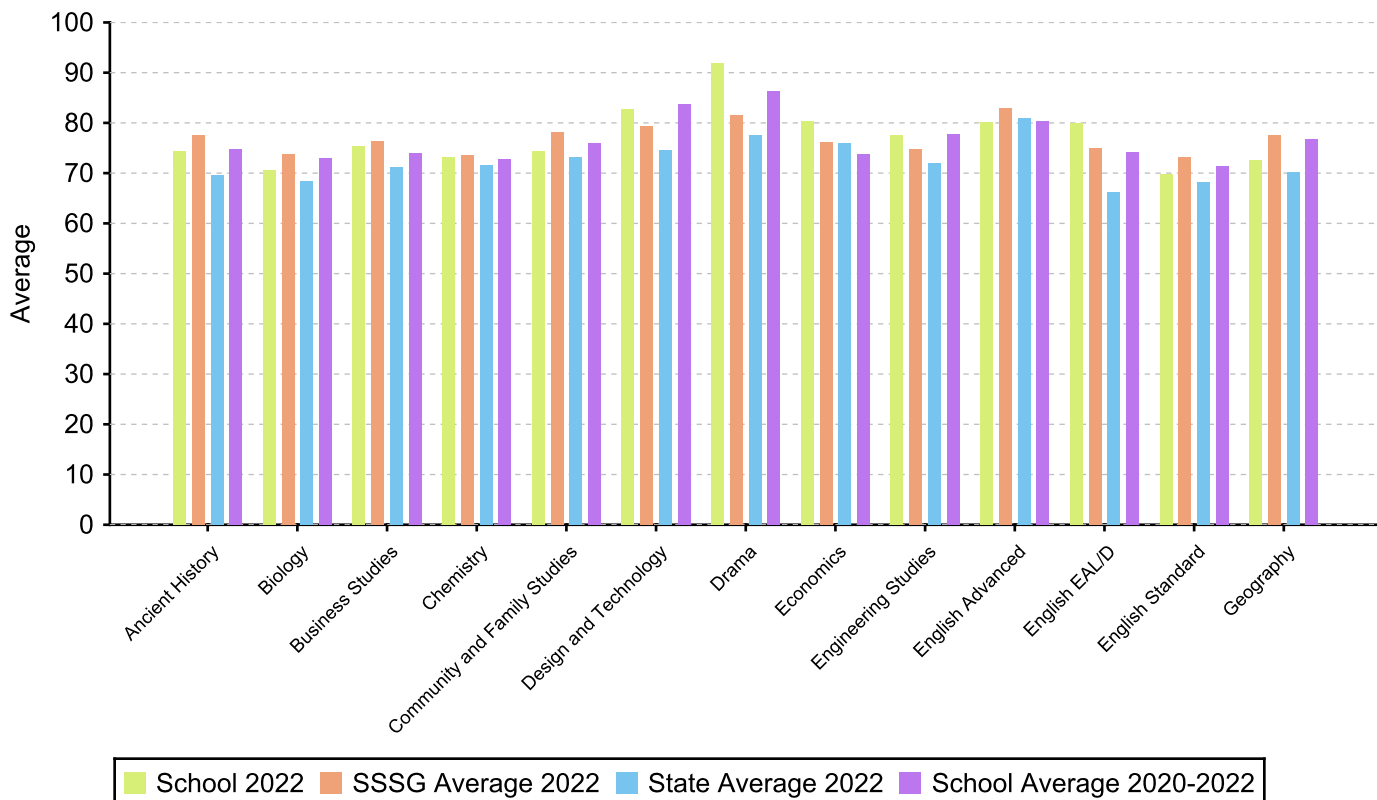
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	74.4	77.5	69.6	74.8
Biology	70.6	73.8	68.5	72.9
Business Studies	75.4	76.3	71.2	74.0
Chemistry	73.1	73.6	71.7	72.8
Community and Family Studies	74.4	78.1	73.2	75.9
Design and Technology	82.8	79.4	74.6	83.7
Drama	91.9	81.6	77.5	86.4
Economics	80.4	76.2	76.0	73.7
Engineering Studies	77.5	74.7	72.0	77.7
English Advanced	80.1	82.9	81.0	80.2
English EAL/D	79.9	75.0	66.1	74.2
English Standard	69.8	73.3	68.1	71.3
Geography	72.5	77.6	70.2	76.8
Hospitality Examination (Kitchen Operations and Cookery)	74.1	78.7	73.7	74.2
Legal Studies	75.8	79.0	70.8	78.1
Mathematics Advanced	81.3	79.1	77.1	79.5
Mathematics Extension 1	73.3	77.7	78.0	75.0
Mathematics Extension 2	85.1	81.0	82.2	79.2
Mathematics Standard 2	70.8	75.0	67.6	73.5
Modern History	71.6	77.0	70.9	74.1
Personal Development, Health and Physical Education	67.5	73.8	67.5	70.9
Physics	75.3	74.9	73.5	76.5
Society and Culture	81.0	80.9	75.5	81.2
Textiles and Design	73.9	81.3	75.7	77.4
Visual Arts	83.3	84.5	79.8	83.2

## Parent/caregiver, student, teacher satisfaction

The opinions of students, staff and parents are sought in various ways through the year. All members of the school community have the opportunity to complete the Tell Them From Me survey each year. This provides valuable data on satisfaction with school programs, organisational structures, communication and sense of belonging along with other wellbeing indicators. Parents are provided with opportunities to connect with school through a contact list which informs them of the appropriate staff to contact about a wide range of issues. This has led to an improved communication flow between families and school staff and allowed the school to be more responsive to emerging issues. The principal and other key staff work closely with the P&C to ensure that parents are kept informed of all events and contribute to school priorities. In response to parent feedback and emerging issues, the school hosts information sessions and workshops on a variety of topics related to education and wellbeing, promoting closer partnership with the broader school community.

In 2022 the opinions of the school community were canvassed on a variety of topics. Student voice was encouraged in a variety of ways during the year. A number of surveys were conducted by staff and by student leaders. Student focus groups provided students with an opportunity to discuss their learning and wellbeing needs and advocate for their ideas for changes to processes and procedures. Some issues explored were engagement in learning, learning styles, wellbeing support, student behaviour procedures and device use policy. School assemblies are student led and are a forum which allow student achievements in academic, sporting, performing arts and other pursuits to be showcased. School captains meet with the senior executive team regularly to discuss student initiatives and address any concerns.

Parents were also given the opportunity to participate in focus groups. An example of this was part of a review of the school's device use procedures. The principal and other key staff work closely with the P&C to ensure that parents are kept informed of all events and contribute to school priorities. In response to parent feedback and emerging issues, the school hosts information sessions and workshops on a variety of topics related to education and wellbeing, promoting closer partnership with the broader school community.

Staff were given numerous opportunities to provide feedback in 2022. Surveys, discussion and feedback opportunities in a variety of forums including faculty and staff meetings and school development days. Staff teams contributed to the completion of the School Excellence Framework Self-Assessment through group discussions and reflection on the school's current performance in relation to each element.



# 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.