

# Turrumurra North Public School

## Annual Report



2018



3288

## Introduction

The Annual Report for **2018** is provided to the community of Turramurra North Public school as an account of the school's operations and achievements throughout the year.

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

Dany Coelho

Principal

### School contact details

Turramurra North Public School

237 Bobbin Head Rd

North Turramurra, 2074

[www.turramurn-p.schools.nsw.edu.au](http://www.turramurn-p.schools.nsw.edu.au)

[turramurn-p.school@det.nsw.edu.au](mailto:turramurn-p.school@det.nsw.edu.au)

9144 4107

## School background

### School vision statement

At Turrumurra North Public School we provide innovative, creative and flexible curriculum that is future focused and supported by relevant technology. Our students take responsibility for their learning, incorporating a positive mindset whilst embracing diversity and connecting within and beyond the community to make learning authentic.

### School context

Turrumurra North Public School (enrol. 290) is a welcoming community school set in spacious, well maintained grounds in the village of North Turrumurra. The school celebrated its Centenary in 2014 and continues to evolve as we look to 2020 and beyond.

We pride ourselves in the delivery of 21st century education fostering critical thinking, collaborative, communicative and creative young people who are equipped to face the challenges of tomorrow through the rich experiences of today.

Teachers at our school understand that the learning pathway for each child is unique and is connected to the relationship with the home. Our staff take care to inform and engage parents and carers in the life of the school and the challenges and achievements of all our students.

We have a long standing tradition of academic excellence balanced with a quality and diverse creative arts program. Our teachers are trained in known best practice and regularly update their skills and understanding through an expansive professional learning program.

Turrumurra North Public School is a 'YouCan Do It!' school where we equip all students with a positive and independent mindset based on the five keys to success.

1. Confidence, Resilience, Persistence, Organisation, Getting Along

Through 'You Can Do It!', students at Turrumurra North Public School learn to remain calm and work things out and this is reflected in the climate of the school.

A range of opportunities and programs are available to all students as they grow and develop their own interests and talents. Students are provided with opportunities to develop their creative and artistic abilities through unique visual arts, public speaking and music programs and their skills and sportsmanship in all manner of sports.

Turrumurra North Public School is a leader in the use of technology as an enabler of learning. We are passionate about engaging learners as they grow their own interests, knowledge and understanding through rich tasks linked to the real world. Every student in Years 3–6 uses their own school iPad on a daily basis and all classes K–2 enjoy an iPad, student ratio 1:2. All iPads are equipped with state of the art productivity apps and managed very carefully within our secure Wi-Fi network which spans flexible and comfortable learning areas both within and outside the classroom.

Our aim is to guide our students to be creative and collaborative learners who can effectively communicate and think critically as they respond to the world around them.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

### Learning – Sustaining and Growing

Turrumurra North Public School prides itself on its achievements in both the academic field as well as meeting the needs of the students who participate in extra-curricula programs. The school has fostered a number of partnerships with external agencies and educational institutions to improve outcomes for students and support families. It has strong ties with Ku-ring-gai High School for the purposes of networking, giving the students the opportunity to experience high

school and curriculum development. This partnership also facilitates the transition from primary school into high school.

An effective literacy in the school is a mentoring reading program initiated under the guidance of Mrs Shapero. Reading mentors volunteer from the local retirement village on a daily basis.

This year the school has purchased new future focussed furniture which is now in all classrooms K–6. With this purchase, the opening up of 4 classrooms, the refurbishment of The Grove and garden areas, and addition of murals the students and staff have an attractive learning and working environment.

The school continues to invest in the use of technology in education and is currently embarking on a BYODD Technology initiative for Stage 3 students. The teachers have embraced the use of tablet computers and collaborative platforms such as OneNote and Google Classroom and there are many exciting initiatives being developed in this area.

A culture of reflection and self–review is evident within all areas of the school. There is robust interrogation of data in the key priority areas with a focus on continually improving student learning in academic and non–academic areas and creating an appropriate teaching and learning environment to improve student performance. Judgments are made reflective of comprehensive data analysis and used as a foundation for monitoring individual student progress, student cohort gain, curriculum delivery and targeted use of resources.

There is rigorous collation and interrogation of evidence–based data to improve student learning across all year levels. Staff are using data Best Start, SENA, PM Reading levels, Phonics, Torch testing SA Spelling Test, Cars and Stars, PAT Maths Tests to track assessment grade allocation and to monitor individual student achievement.

Literacy is a whole–school focus with student achievement being reviewed through NAPLAN assessments. Explicit data indicates individual student gain in literacy, being at or above target, across all year groups. A noted weakness in numeracy in 2017 led to the development of a consistent approach to numeracy and the staff working with a numeracy consultant. Explicit teaching, LST support sessions and a whole school numeracy plan will assist our students to achieve better results next year.

### **Teaching – Sustaining and Growing**

The school is managing curriculum change successfully. It is implementing the Australian Curriculum, Assessment and Reporting Authority and NESA requirements according to the timeline and guidelines. It has increased the use of technology by staff and students and is implementing online learning, differentiation and assessment to support the curriculum.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. Students led conferences took place in Years 1–6 across the school in Term 1.

Students at educational risk in Years K–6 are supported in the Learning and Support program with individual programs developed to meet their specific needs. Minilit was introduced to assist our K–2 students as well as a new phonics program. The school pays for extra learning and support staff.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

### **Leadership – Sustaining and Growing**

Turrumurra North Public School has embraced a culture of continual school improvement

There is a well–defined practice of rigorous self–analysis of all areas of the school based on the school review cycle. This cycle is based on the 'School Excellence Framework Model' and is centred on the school's Strategic Plan that is clearly linked to the whole–school priority areas. There is an ongoing self–review approach by all staff with the provision of a formal, milestone review process with Assistant Principals that leads to a regular review of the School Plan.

The school's positive culture and inclusive environment, values and supports all students. The P&C's involvement in the regular administration of parent, staff and student satisfaction surveys was seen as another way of raising the profile of the school. Communication between the school and parents is at a very high level through the effective use of social media, emails, regular newsletters, the school's website and Department of Education online services portal. The parents are encouraged to be active participants in their children's education and many do so through their involvement in the many Parents and Citizens' Association sub–committees, including our Technology and Wellbeing committees.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. In 2018, Turrumurra North PS was not involved in the external validation process

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Developing motivated, resilient and successful students.

### Purpose

In order to be successful in their future world, our students need to develop essential learning skills as well as being reflective problem solvers who have an awareness of self as part of their broader world. Learning must be personalised and authentic empowering students to communicate, collaborate, think critically and creatively.

### Overall summary of progress

We have continued to make significant progress in developing our school-wide focus on developing motivated, resilient and successful students. We have been able to promote positive student wellbeing and improve the learning culture across our school through our 'You Can Do It!' program and revising our wellbeing and anti-bullying policies. There is a more consistent approach to teaching and learning appropriate behaviours and with the management of inappropriate behaviours.

TNPS staff continue to demonstrate strong commitment to improving teaching practice and student outcomes. Staff have participated in a variety of professional learning to support the integration of effective 21st Century fluencies and technology into their teaching and learning programs. K-2 staff also implemented the TEN (Targeted Early Numeracy) program and Read Write Inc phonics program that was streamlined across all Early Stage 1 and Stage 1 classes.

A more systematic approach towards collecting and analysing formative and summative assessment data was created using Sentral.

Staff were trained in how to effectively incorporate learning intentions and success criteria into their teaching and learning programs supported by an external consultant. This resulted in improved student engagement, greater students achievement and increased satisfaction of students.

Student led conferences were also implemented across Years 1 – 6. This provided students with an opportunity to take ownership over their learning, self-reflect and articulate to their parents where and how they could improve.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching programs will reflect the 21st century fluency strategies, project based learning and a social/emotional learning curriculum.		100% of programs reflect the 6D's , YCDI!Program, Mindfulness
Reduction in the number of negative social interactions between students in the playground.		A new anti-bullying program was developed in partnership with parent committee. A new card discipline structure was developed and rolled out late in term 4 ready for 2019. A conflict resolution program has been purchased for 2019.
Improvement in all aspects of the "Tell them from Me Survey".		All areas in Social emotional outcomes and Drivers of students outcomes have improved except for effort which dropped by 1% , Extra curricular by 2%
An improvement in student's social and emotional competency.		Staff have noticed a considerable change to the tone of the school due to the introduction of mindfulness. Students who have above average anxiety have been calm and employ strategies to assist them throughout the school day.
Formative and summative assessments provide evidence of an improvement in student		Staff worked with Numeracy consultant to develop Pre and post testing for Numeracy. This program will roll out in 2019.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning.		Staff worked with Numeracy consultant to develop Pre and post testing for Numeracy. This program will roll out in 2019.

## Next Steps

Ian Jukes has been employed by the school to evaluate teaching practice and resources. The Learning Intentions and Success Criteria will continue in 2019 with the mentor being employed to work with new teachers. Evidence of visible learning will be apparent in all classes across the school. Feedback will be used to develop skills in self regulation.

We have had staff development around the Bridge Builders Conflict Resolution Program which will be implemented in February 2019.. Bring Your Own Designated Device for all Stage 3 students comences in 2019.

Mindfulness practice will continue accross the whole school.

## Strategic Direction 2

Reflective, creative & collaborative teaching

### Purpose

Our staff work as facilitators to guide and assist students to be actively engaged in learning. We reflect and build on evidence-based best practice to inform our teaching and enhance learning. We integrate relevant technology to create, communicate and collaborate within and beyond the school. Our collaborative approach to designing learning experiences is responsive to student interests and needs, forming a holistic approach to student wellbeing and learning.

### Overall summary of progress

Teachers in K–2 have participated in TEN and Phonics training to facilitate explicit teaching in Literacy and Numeracy in 2018. This enables a K–2 approach to explicit teaching and monitoring of student progress which informs ongoing grouping and practices in each classroom through data collection and reflection.

PDPs incorporating Australian Professional Teaching Standards focussed on Visible Learning and Mathematics. A mentor worked with all classrooms teachers to implement visible learning practices including Learning Intentions and Success Criteria in practice. These sessions involved in-depth planning, implementation of planned lessons with intensive critique and reflection by staff. Melissa Gillon provided focussed professional learning on the Mathematics Curriculum and Scope and Sequence implementation with a specific focus on Assessment as, of, for learning to ensure the teaching and learning cycle is explicit and effective.

All students K–6 have utilised literacy and numeracy skills in their Exhibition of Learning– Design and Make Showcase. Students explored scientific processes: researching, recording data and through this learning recording and explained of their knowledge to our an authentic audience.

Aspiring Leadership program and Beginning Teachers all received mentors to support their practice and development which were closely aligned to the Australian Teaching Standards.

Our school, along with others within the Macquarie Network was nominated by the Director to lead and demonstrate effective Collaborative Practices in the Communities of Better Practice Program. This involved teachers from across Macquarie Park visiting TNPS to view collaboration in practice across all stages and participate in pedagogical planning for collaborative practice. TNPS facilitated collaboration time, through RFF co-ordination for colleagues to plan together. The Principal presented at the PPA conference on Collaboration across TNPS.

BYODD has been canvassed with the community and will be implemented in 2019 in Stage 3. Seven new interactive touch screens have been distributed to classrooms in 2018. See-Saw has been implemented K–6 with interaction with the parent community to demonstrate student learning K–2. This app empowers staff to distribute tasks to students to facilitate student collaboration and peer feedback 3–6.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of matched students achieve in the top two bands of NAPLAN between Y3/5 and Y5/7.		Most matched students achieved in the top three bands in Naplan. as per the written test.
80% of all students in the bottom four bands achieve expected growth.		Programs such as Minilit and TEN assisted our students in achieving growth in NAPLAN.
100% of all students achieve expected growth as measured by literacy and numeracy progressions.		All students achieved growth in the literacy and numeracy. The Progressions were explored but not implemented this year.
All students and teachers use technology to enhance learning.		All staff across the school received TPL in the use of technology in the classroom.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students and teachers use technology to enhance learning.		All staff use OneNote to collaborate and 3–6 staff use google classroom with their students.

## Next Steps

Ian Jukes has been employed by the school to evaluate TNPS teaching practice and resources. A collaborative partnership will be established. Learning Intentions and Success criteria will continue in 2019 with a mentor being employed to work with new teachers. Staff will collaborate on lessons and have the opportunity to observe each other. Timetables will accommodate all grade staff to be off together to plan and assess. Staff have some extra RFF time to observe other teaching practice in the school. All staff will co-teach. Exhibition of Learning Units will be developed by all staff in the school not just individual stages. Staff Development Day in Term 2 will have a focus on Collaboration and getting students to ask higher order questions.

## Strategic Direction 3

Vibrant, progressive and inclusive learning environment.

### Purpose

Our school embraces inclusivity and diversity, offering a variety of learning spaces to support different learning styles. We promote creativity and inquiry, transforming the learning experience by empowering students to be creative and more connected. Our community is a partner in our shared vision, respecting and supporting the work of the school.

### Overall summary of progress

The school and community have collaboratively supported student learning at TNPS through fundraising events, parent learning initiatives and celebrations of student learning. All classes K–6 received new furniture to support 21st Century Learning initiatives. Eleven interactive smart televisions were purchased to upgrade old technology in the classrooms. Four classrooms have been opened up to enable collaborative co-teaching in flexible open learning spaces. P&C was responsible for the funding to achieve this.

Parent learning initiatives enabled parents to gain a deeper knowledge of school focus areas through information evenings in the areas of anxiety, phonics, reading mentors, flexible learning spaces and guest reader programs. The annual art show and the performance showcase, with two sold out sessions, combining choir, dance, drama, public speaking and band, enabled parents to engage with student learning in the arts.

Parent involvement culminated in the Science Exhibition of Learning with students showcasing and discussing their in-depth knowledge of designing and making toys, learning environments and innovations to support the coral reef. The design process was underpinned by the Ian Jukes model of the 6Ds. Parents were included as learning partners in the K–4 designing and making, in half day workshops. This event was widely supported by parents and the community.

Teachers from across Macquarie Park were invited as part of the Communities of Better Practice to view collaborative practice at TNPS; School Executive were involved in Leadership Training, Aspiring Leadership network for the North SEA sessions were held at TNPS and teacher training across the North SEA focussed on Growth Mindset.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching practices are transformed to align with changes to learning spaces.		Teachers are working collaboratively across all stages in collaborative practice. All staff are Co-teaching
100% of learning spaces physically evolved to support and foster contemporary practice.		S1 and ES1 classrooms have had renovations to evolve and support contemporary practice..
Increased participation in parent-focused events eg: information sessions, surveys		Parent welcome BBQ and parent learning initiative and educational events fostered parent involvement in school focus areas.
Increased involvement with local schools.		Teachers from across Macquarie Park were invited as part of the Communities of Better Practice to showcase collaborative practice at TNPS; Aspiring Leadership network for the North SEA sessions were held at TNPS, Teacher training across the North SEA focussed on Growth Mindset.

### Next Steps

Ian Jukes has been employed to evaluate teaching practice and resources this includes the use of our flexible learning spaces. Staff will attend Edutech in 2019 to stay current with global initiatives and practices. A communities of schools Nth SEA staff development day has been organised with Ian Jukes presenting as well as an Executive Leadership Day in Term 1. The success of our parent information sessions and our creative arts showcase means that this will continue into 2019. The Reading mentor program will also continue with the addition of maths mentoring.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	166	167	146	147
Girls	140	154	141	148

Turrumurra North Public school had a total of 291 students in 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	95.4	96.9	95.3
1	95.5	93.6	96.1	94.5
2	94.8	96.8	95.9	96.2
3	96.6	95.8	96	94.2
4	95.7	94.7	95.6	95.3
5	95.3	95.3	95.9	95.7
6	96.2	95.6	97	96
All Years	95.7	95.4	96.1	95.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

NSW Department of Education attendance procedures now require schools to include students taking extended travel as 'absent' rather than 'exempt'. Non-attendance requires caregivers to provide a written explanation. Absences for illness and injury are recorded as 'sick' while absence for reasons such as domestic necessities and attendance at special events are recorded as 'leave'. When concerns about student attendance are held, the Classroom teacher / Assistant Principal will make contact with the caregiver and

discuss strategies the school can employ to improve the student's attendance. Continued non-attendance will result in a referral to the Department of Education's Home School Liaison Officer.

- Whole school attendance data is assessed every 5 weeks
- The learning support team monitor those students at risk
- The rolls are marked promptly by staff at 9am every morning using Sentral
- Letters to parents are generated and sent to parents when required
- The school has an attendance policy which is communicated to parents in the newsletter
- Regular newsletter articles are published regarding attendance

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.51
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on the Aboriginal composition of their workforce. There are no staff of aboriginal background currently working at Turrumurra North Public School.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

### Professional learning and teacher accreditation

Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students.

In 2016 a structured appraisal system was designed and implemented to address the NSW Professional Teaching Standards, with this first stage being completed for all teaching staff. All teaching staff in 2018 completed the appraisal including structured, standards-referenced self-reflection, peer observation and feedback, professional goal-setting and supervisory discussion and critical feedback for ongoing improvement. Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students. Staff development is a strategic element of the School as it supports and enhances the effectiveness of our core student learning programs: academic, student wellbeing and co-curricular. At Turramurra North Public School, every teacher is regarded as a leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing. Turramurra North Public School has a responsibility to support the individual learning needs of all new staff. In particular, new teachers undertook individual, structured, long-term, school-based programs of induction. Separate guidelines for schools to support the induction of new scheme teachers were also implemented to assist those teachers to meet and maintain professional accreditation standards. Staff also attended conferences and courses provided by external providers and also participated in professional networks. The teaching staff also completed the following mandatory compliance training programs.

\*Protecting and Supporting Children and Young People, \*First Aid Training, \*Cardiopulmonary Resuscitation and Anaphylaxis training, \*Emergency Planning and Response Program and \*Occupational Health and Safety Training.

The school received \$17 445 in Teacher Professional Learning in 2018.

These funds were used in the following way as well as additional school funding:

A continuation of training for a staff member in L3

Release for Teachers to attend courses, such as: Edutech Technology conference, beginning teacher workshops, choral training, and Aspiring Leadership Program.

Release for teachers to collaborate in the refinement of stage and whole school planning.

A mentor was employed who worked with staff on the implementation of Learning Intentions and Success criteria. Staff were also released off class to collaborate and work with the mentor.

Providing training and development on Staff Development Days. This includes mandatory training such as first aid and CPR, Staff planning and programming, Learning Intentions and Success criteria and Growth Mindsets by Dan Haesler.

Time for professional learning and feedback for those teachers seeking accreditation at proficiency.

Changes to the Learning Management and Business Reform (LMBR) in 2018 required the continuation of upskilling of administration and executive staff with new procedures related to operating system and strategic financial management software.

In addition to the staff development days conducted at the beginning of Terms 1, 2 and 3 and the last two days of Term 4, staff accessed a range of professional learning opportunities consistent with the school plan for improvement in wellbeing with a session run by the 'Bridge Builders' creator. This is to assist staff in implementing the new conflict resolution program for 2019.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	269,257
<b>Revenue</b>	2,705,644
Appropriation	2,296,664
Sale of Goods and Services	3,026
Grants and Contributions	401,974
Gain and Loss	0
Other Revenue	100
Investment Income	3,880
<b>Expenses</b>	-2,649,993
Recurrent Expenses	-2,649,993
Employee Related	-2,127,165
Operating Expenses	-522,828
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	55,651
<b>Balance Carried Forward</b>	324,907

A full copy of the school's 2018 financial statement can be obtained by contacting the school. Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and foreground, building and equipment maintenance.

The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students. The voluntary school contribution for families was \$65 per child.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
<b>Base Total</b>	2,102,312
Base Per Capita	55,497
Base Location	0
Other Base	2,046,815
<b>Equity Total</b>	78,367
Equity Aboriginal	651
Equity Socio economic	1,338
Equity Language	5,168
Equity Disability	71,210
<b>Targeted Total</b>	0
<b>Other Total</b>	55,003
<b>Grand Total</b>	2,235,681

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 achievement scale represents increasing levels of skills and understandings demonstrated in these paper assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The following is a summary of a very pleasing overall set of results achieved by our students in the 2018 National Assessment Program. These are an important indicator of student academic achievement at key stages in a student's school career.

Years 3, 5 & 7 students at TNPS Public School performed above their state cohorts in a range of areas such as Reading, Writing, Spelling and Grammar and Punctuation. Such data provides a wealth of information which allows the School to continually improve the quality of its academic programs by celebrating and maintaining areas of strength and identifying areas requiring additional resources and/or new approaches.

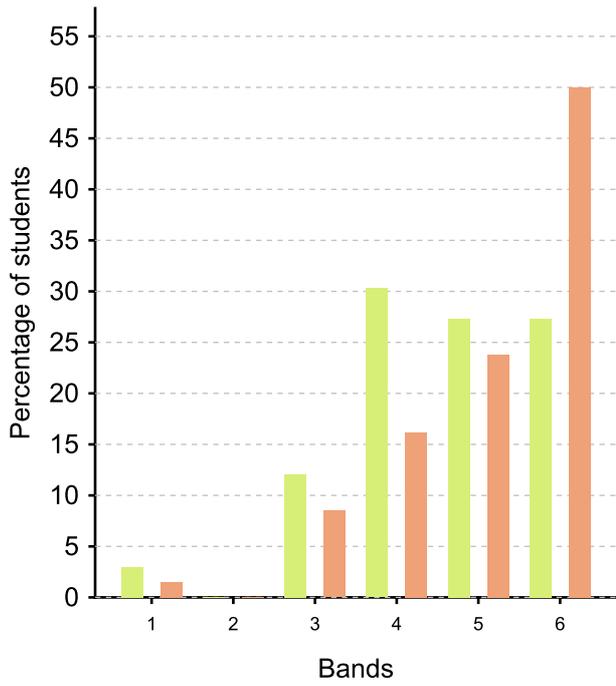
A thorough process of analysis is also undertaken each year with a view to more appropriately cater for individual student needs, as well as informing the learning and teaching and strategic planning processes. These are an expression of the school's ongoing commitment to continuous improvement. The school has always utilised the tests for their intended purpose: to provide a 'snapshot' of student performance in Literacy and Numeracy measures on a given day of the year, and through analysis, to provide the school with information to consider alongside other forms of assessment, to help us improve our programs and respond to individual needs.

NAPLAN results were analysed through the use of SCOUT data and in particular the statistical data obtained through the means and standard deviation reports.

Initial observations were collated with the purpose of promoting further detailed investigation into the students' results by both executive and teaching staff.

The improvement of student learning outcomes in literacy and numeracy remains a strong focus for the school and the identification, support and monitoring of the literacy needs of students is the responsibility of all staff. The school Plan in 2018–2020 reflects this.

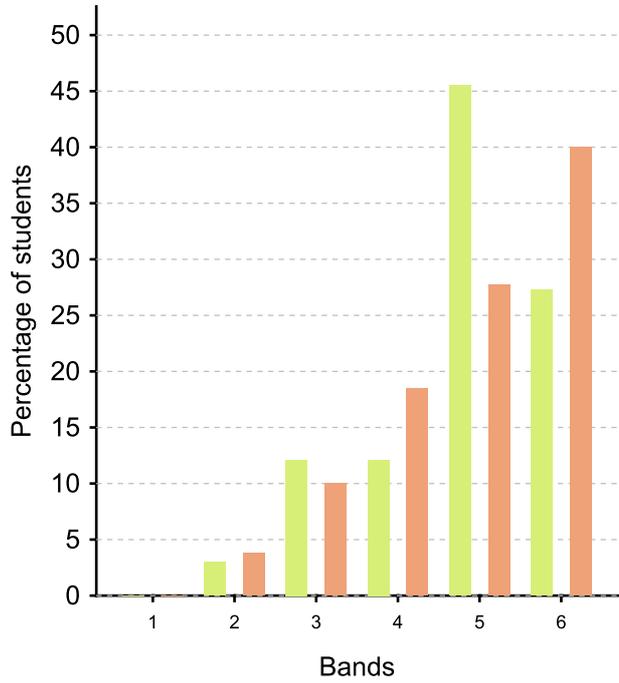
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	3.0	0.0	12.1	30.3	27.3	27.3
School avg 2016-2018	1.5	0	8.5	16.2	23.8	50

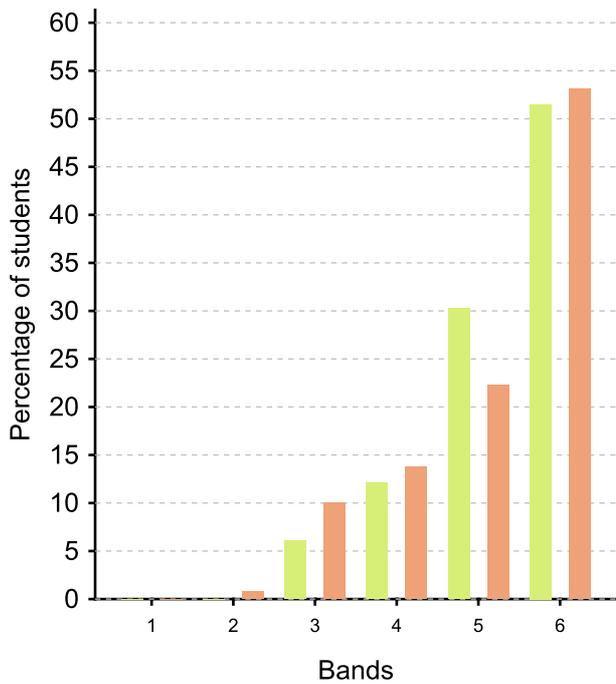
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.1	12.1	30.3	51.5
School avg 2016-2018	0	0.8	10	13.8	22.3	53.1

**Percentage in bands:**  
Year 3 Spelling

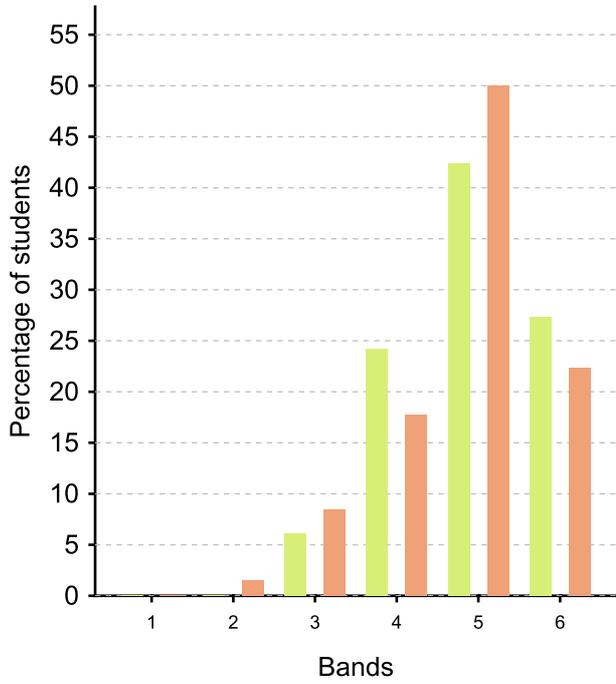


Band	1	2	3	4	5	6
Percentage of students	0.0	3.0	12.1	12.1	45.5	27.3
School avg 2016-2018	0	3.8	10	18.5	27.7	40

**Percentage in bands:**  
Year 3 Reading



**Percentage in bands:**  
Year 3 Writing

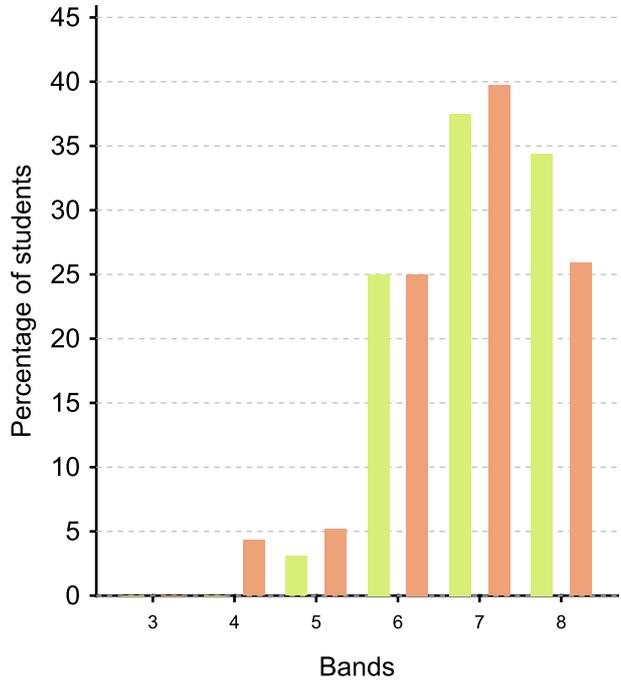


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.1	24.2	42.4	27.3
School avg 2016-2018	0	1.5	8.5	17.7	50	22.3

Band	3	4	5	6	7	8
Percentage of students	3.1	3.1	18.8	21.9	34.4	18.8
School avg 2016-2018	1.7	3.4	17.2	25	21.6	31

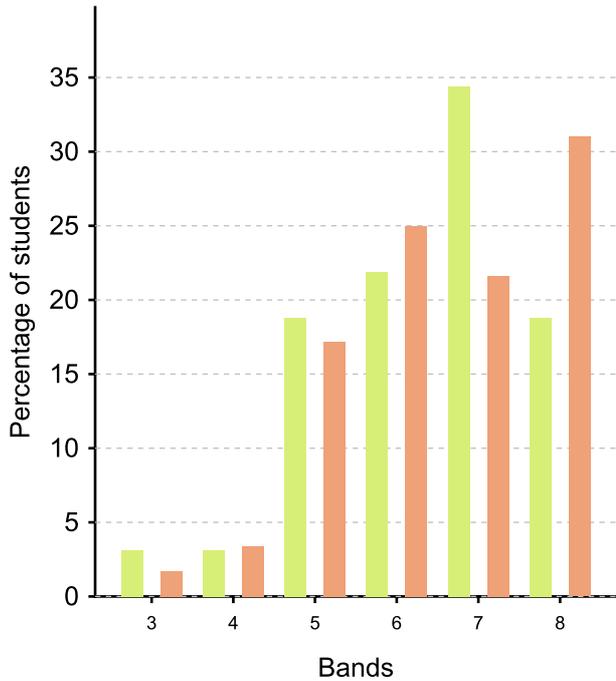
**Percentage in bands:**  
Year 5 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

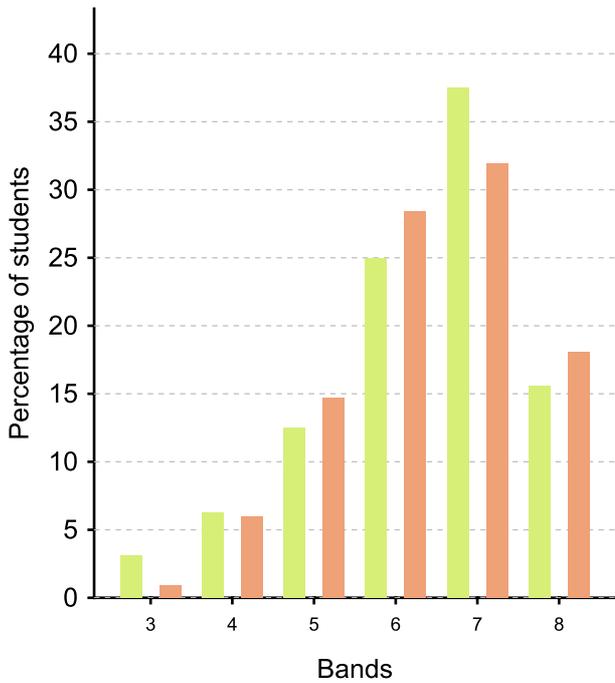
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	3.1	25.0	37.5	34.4
School avg 2016-2018	0	4.3	5.2	25	39.7	25.9

**Percentage in bands:**  
Year 5 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

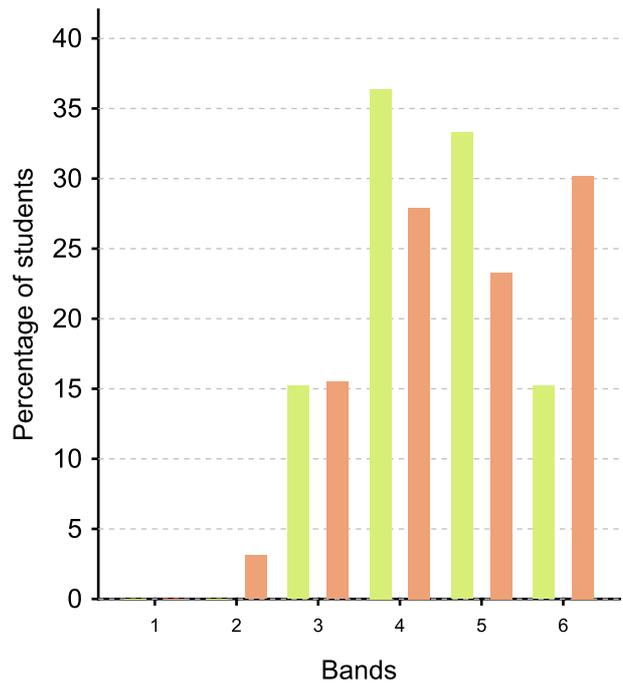
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.3	6.3	40.6	25.0	21.9	0.0
School avg 2016-2018	4.3	4.3	27.6	33.6	19	11.2

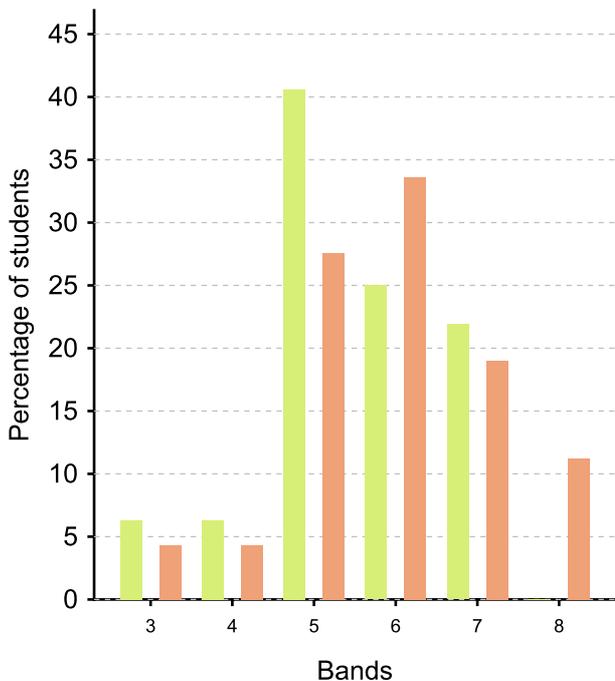
Turrumurra North Public School Year 3 & 5 students performance in 2018 generally is greater than State and has improved since 2017. We attribute this to the introduction of TEN training for K-2 and a focus on maths improvement in problem solving. As such it we are generally achieving well but the analysis provides clues for improvement

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.2	36.4	33.3	15.2
School avg 2016-2018	0	3.1	15.5	27.9	23.3	30.2

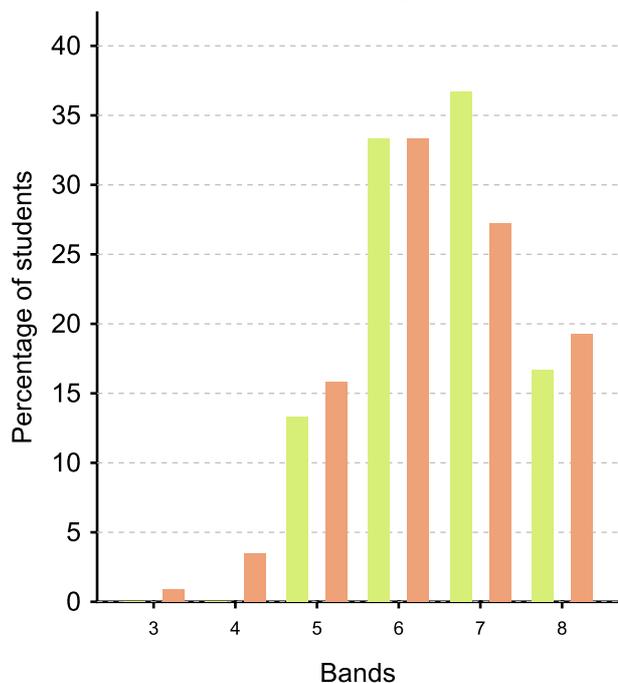
**Percentage in bands:**  
Year 5 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.2	36.4	33.3	15.2
School avg 2016-2018	0	3.1	15.5	27.9	23.3	30.2

Band	3	4	5	6	7	8
Percentage of students	3.1	6.3	12.5	25.0	37.5	15.6
School avg 2016-2018	0.9	6	14.7	28.4	31.9	18.1

**Percentage in bands:  
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	13.3	33.3	36.7	16.7
School avg 2016-2018	0.9	3.5	15.8	33.3	27.2	19.3

In accordance with the Premier's priorities: Improving education results, here are the required of our student performance for the top two NAPLAN bands in reading and numeracy

Our Year 5 Numeracy Results; in 2018 we had 54% of students in our top two bands this is an increase of 22% over 2017

Our Year 3 Numeracy Results : in 2018 were 48% this was lower by 5% than 2017

In Reading, our 2018 Year 3 students in the top 2 bands 82% this is an increase of 13% over the 2017 results

In Reading our 2018 Year 5 students in the top 2 bands 72% this is an increase of 21% over the 2017 results

In Spelling our 2018 Year 3 students in the top 2 bands 72% this is an increase of 13% over the 2017 results

In Spelling our 2018 Year 5 students in the top 2 bands 54% this is an increase of 15% over the 2017 results

In Grammar and Punctuation our 2018 Year 5 students in the top 2 bands 53% this is an increase of 16% over the 2017

In Grammar and Punctuation our 2018 Year 3 students in the top 2 bands 54% this is an decrease of 32 %

over the 2017.

## Parent/caregiver, student, teacher satisfaction

Parents: The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms. There is frequent communication between the school and parents by informal interview and telephone communication, with an increasing level of school app and social media being used.

A very strong collegial ethos is apparent at all levels of the school. The parents perceive the school to be welcoming. Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff. They acknowledge the range of opportunities available to them and speak proudly of their school.

Teachers work to maintain the students' trust and respond to their needs, resulting in a co-operative, collaborative and productive learning environment, where feedback is welcomed. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction. A positive and supportive atmosphere where issues can be raised and addressed, access to a wide range of professional development opportunities, and good relations with students, contribute to a high level of teacher satisfaction.

All staff felt that they provided learning opportunities within a stimulating flexible learning environment and were able to share ideas and experiences with fellow staff to improve teaching practice. Parents and students felt that the wide range of extracurricular programs such as sport, music, dance, drama, band and debating that were offered provided additional opportunities for student leadership.

Parents indicated that the educational opportunities for students were enhanced due to the strong relationship between staff, parents and community members who readily support the school in many ways. New initiatives implemented in 2018 such as the Phonics Program, Minilit, Super Six Comprehension Strategies, TNPS spelling program. LISC, TEN, employment of a professional dance teacher, Performing Arts Showcase, The school disco run by the staff and the shorted Presentation day have all been greatly recieved and appreciated by the parents.

## Policy requirements

### Aboriginal education

In 2018, the school continued to implement the Aboriginal Education policy which promotes the

educational achievements of all indigenous students and aims to enhance the knowledge and understanding of all students about Aboriginal Australia. At Turrumurra North Public School the school programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia. Aboriginal perspectives are included in all Key Learning Areas programming across the school. All Australian resources purchased for Human Society and Its Environment are checked for appropriate content. Aboriginal Perspectives will be continually assessed and inserted into integrated curriculum units. All school assemblies and official meetings commence with the Acknowledgement of Country. Our school flies both the Aboriginal flag and the Australian flag.

An Aboriginal performance group, facilitated a wide range of interactive activities for the whole school. It was a fun and engaging day that served as an important element in bringing an indigenous perspective to our curriculum for the entire school.

### **Multicultural and anti-racism education**

Turrumurra North Public School continues to be committed to enhancing learning for its culturally diverse population. The cultural programs and practices at our school are responsive and inclusive.

Respect, tolerance and empathy are all key elements of social skills programs taught explicitly to all grades and awareness of and interest in other cultures is stimulated through the school's Human Society key learning area. The school actively embraces its multicultural community through initiatives such as Harmony Day, recognition of diverse cultures in celebrations such as Mothers' and Fathers' Day. Like all Department of Education schools, Turrumurra North Public School has a trained Anti Racism Contact Officer who can apply appropriate strategies that enhance relationships between people unfamiliar with a range of nationalities.