Turramurra North Public School

2019 Annual Report

3288

Introduction

The Annual Report for 2019 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.

School contact details

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School background

School vision statement

At Turramurra North Public School we provide an 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

Turramurra North Public School is a welcoming community school set in spacious, well maintained grounds in the village of North Turramurra.

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.

Turramurra North Public School is a 'You Can Do It!' school where we equip all students with a positive and independent mindset based on the five keys to success: Confidence, Resilience, Persistence, Organisation and Getting Along.

Through 'You Can Do It!', students at Turramurra 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.

Turramurra 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. 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

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 school plan and annual report.

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.

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

100% of teaching programs will reflect the 21st century fluency strategies, project based learning and a social/emotional learning curriculum.
Reduction in the number of negative social interactions between students in the playground.
Improvement in all aspects of the "Tell them from Me Survey".
An improvement in student's social and emotional competency.
Formative and summative assessments provide evidence of an improvement in student learning.

Progress towards achieving improvement measures

Process 1: **21st Century Fluencies:** Systematically embed 21st Century Fluencies into integrated teaching programs across all grades.

Evaluation	Funds Expended (Resources)
• K–6 class programs reflect formative and summative assessment strategies which provide evidence of greater student ownership and engagement in learning. • Feedback, learning intentions and success criteria are a feature of daily teaching practice.	• Teacher professional learning funds were committed to collaborative planning and corporate programming each term.

Process 2: **Project Based Learning**: Consolidate, enhance and expand project based learning to improve student self–direction and authenticity.

Evaluation	Funds Expended (Resources)
• Project Based Learning activities included a very successful Novel in a Showbag expo. Students in Stage 2 and 3 were provided with another opportunity for real world problem solving and self–directed learning in literacy. • Highly anticipated and collaborative student, teacher and parent STEM days and an Exhibition of Learning that showcased students' project based learning opportunities K–6.	• Stage budgets facilitated the purchase of some additional resources for STEM days and for our Exhibition of Learning.

Process 3: **Well Being**: Implement a K–6 integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
• Learning Support practices within the school reflect individualised goals for student learning. Teacher professional learning built capacity in the school–wide implementation of Personalised Learning and Support Plans (PLASPs) for identified students. • Data collection practices and student profiling were reviewed and streamlined using Sentral. • Existing wellbeing programs in the school were audited. As a result of responses to Tell Them from Me surveys and other school–based data, a	• Learning Support Team shared their expertise sharing during our Staff Development Days. • Funds were committed to the purchase of additional modules to support the implementation of YCDI! K–6.

Progress towards achieving improvement measures	
decision was made to focus on social emotional learning through the implementation of additional You Can Do It! modules in 2020. A commitment to reviewing our school awards system for 2020 was also established.	

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.

Improvement Measures

100% of matched students achieve in the top two bands of NAPLAN between Y3/5 and Y5/7.

80% of all students in the bottom four bands achieve expected growth.

100% of all students achieve expected growth as measured by literacy and numeracy progressions.

All students and teachers use technology to enhance learning.

Progress towards achieving improvement measures

Process 1: Essential Learning

> Implement a whole school approach to literacy and numeracy based on student achievement data and best practice in teaching and learning.
>
> External partnerships provide mentoring and coaching support to ensure ongoing development and improvement of all teachers.

Evaluation	Funds Expended (Resources)
• School–wide professional learning focused on the collaborative development of K–6 teaching scope and sequences and programs in English and Mathematics. • Mentoring and partnerships with network schools and Macquarie Park educational advisors enhanced staff capacity as part of our collaborative planning sessions.	• Teacher professional learning funds • School funding for online literacy and numeracy licences

Process 2: Collaboration:

> Opportunities will be provided to allow teachers to work together within and beyond the school for the benefit of the students, staff and the school as a whole.

Evaluation	Funds Expended (Resources)
• A school–based teaching accreditation team was established, with opportunities for mentoring, collaboration and shared practice across the school and the New Teacher Network. • The instructional leadership capacity of the executive team increased through the Aspiring Leaders program and networking with other leaders in different school contexts.	• Teacher professional learning funds • Beginning teacher funds

Process 3: Technology:

> Develop a contemporary, whole school, forward thinking framework for technology in order to enhance learning and engagement.
>
> Technology is used to facilitate effective communication and collaboration between teachers and the broader community.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
• The relevant and purposeful integration of technology in key learning areas is a feature of K–6 teaching programs. • Successful BYOD (Bring Your Own Device) policy continues to be implemented in Stage 3 and surveys indicate this further enables flexible access to technology in all key learning areas.	• School funding for Technology Support Office • Assistant Principal Technology allocation • IT educational advisors and school technology team • IT funds used to replace laptops and iPads.

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.

Improvement Measures

Teaching practices are transformed to align with changes to learning spaces.

100% of learning spaces physically evolved to support and foster contemporary practice.

Increased participation in parent–focused events eg: information sessions, surveys

Increased involvement with local schools.

Progress towards achieving improvement measures

Process 1:   Learning spaces:

Learning spaces throughout the school will include flexible furniture and a variety of spaces that cater for the needs of all learners.

Engage staff with contemporary pedagogy to support effective practice within learning spaces to redesign and empower learning.

Evaluation	Funds Expended (Resources)
• Teachers worked and programmed collaboratively across stages and learning spaces. • Teacher professional learning from the Centre for Educational Statistics and Evaluation (CESE) focused on the teaching elements, identifying what works best for student learning – high expectations, explicit teaching, effective feedback, use of data and assessment to inform practice, strong classroom management and wellbeing practices and collaboration. • A number of school and learning space upgrades including playground equipment and building projects were successfully completed.	• Teacher professional learning funds • P&C and school funds

Process 2:   Community Partnerships:

Opportunities will be provided by the school to inform, support and engage the community in school programs.

Positive relationships between the school and the community are strengthened through connections with other schools, parents and the wider community.

Evaluation	Funds Expended (Resources)
• Educational and celebratory events fostered parent involvement in school focus areas. • Positive parent feedback to the streamlined of communication platforms.The introduction of stage newsletters detailing key learning areas each term and term–based accounts detailing excursions and incursions were well received. • Commitment to upgrading the school website in 2020.	• P&C fundraising contributions • Sentral yearly licence • SchoolStream yearly licence • DoE website services

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	An English as an Additional Language/Dialect(EAL/D) teacher was employed as per staffing entitlement of 0.2 (1 day per week) in Semester 2, 2019. Classes and structures are devised according to student need and monitored regularly according to student enrolments.	In 2019, the EAL/D teacher provided support in small groups to allow students to develop peer relations, simple everyday language and basic literacy and numeracy skills, as part of their initial learning, allowing opportunities of maximum participation and equity in their learning. As students progress, academic language becomes an integral part of their learning. The groups were regularly monitored and altered throughout the year, with guidance of the Learning Support Team (LST), to ensure that the needs of all students were met.
Low level adjustment for disability	Student support funding allocation SLSOs employed 5 days per week as per staffing entitlement. School Learning Support Team comprising Learning and Support teachers, Classroom teachers, EAL/D teacher , School Counsellor, Assistant Principals and Principal. Tiered intervention resources	The school has continued to provide Professional Learning for staff in developing and resourcing quality tiered intervention strategies (differentiated teaching practice, MINILit, PLASP, small group, one to one and within class support) to support targeted students. As a school we also provide additional teachers and School Learning Support Officers to target the needs of identified students. Personalised Learning and Support Plans (PLASPs) are developed in consultation with parents/carers for all identified students. Regular student profiling is completed through Sentral. Analysis of data continues to show student growth.
Quality Teaching, Successful Students (QTSS)	QTSS funds were allocated to enable collaborative planning across K–6 stage teams each term QTSS funds facilitated opportunities for instructional leadership by Assistant Principals.	Executive support for staff through Performance and Development Plan process. Targeted executive support for the development of school based scope and sequences in each of the Key Learning Areas and to met NESA programming requirements in English. Assessment and reporting support was a focus.
Support for beginning teachers	Beginning teacher support funding Casual teacher relief days Mentoring days	Support for beginning teachers was a priority this year. Three teachers accessed beginning teacher support funding to work towards their accreditation at proficiency process with the support of their supervisor/mentor and through attendance at professional learning and New Teacher Network meetings. They planned and programmed with other teachers and completed online training and face to face professional development to build capacity and confidence in the early stages of their teaching careers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	167	146	147	129
Girls	154	141	148	129

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.4	96.9	95.3	97.7
1	93.6	96.1	94.5	94.7
2	96.8	95.9	96.2	95.5
3	95.8	96	94.2	96.5
4	94.7	95.6	95.3	95.5
5	95.3	95.9	95.7	95.4
6	95.6	97	96	94.5
All Years	95.4	96.1	95.4	95.6
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.44
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	324,907
Revenue	2,659,422
Appropriation	2,317,694
Sale of Goods and Services	7,454
Grants and contributions	330,100
Investment income	4,074
Other revenue	100
Expenses	-2,399,462
Employee related	-1,963,186
Operating expenses	-436,276
Surplus / deficit for the year	259,959

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

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	22,405
Equity Total	79,427
Equity - Aboriginal	0
Equity - Socio-economic	1,737
Equity - Language	5,179
Equity - Disability	72,512
Base Total	2,021,288
Base - Per Capita	69,218
Base - Location	0
Base - Other	1,952,069
Other Total	134,137
Grand Total	2,257,256

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/Carer Feedback:

Parents and Carers completed the 'Tell Them From Me' survey, which asked a range of questions in regard to the drivers of student success including feeling welcome and informed, student safety, learning support at school and at home, participation, inclusion and positive behaviour.

They identified areas of strength as:

- Strong connections with community through school events throughout the year
- Teaching staff – caring and committed, friendly and professional towards students, parents and colleagues
- Variety of extra curriculum programs on offer
- Expansive and beautiful school grounds
- Excellent school facilities and access to technology

They identified areas for development as:

- Streamlining school communication, particularly in regard to excursions and events, and the school website
- Increasing parent consultation opportunities for students requiring additional support with their learning
- Greater focus on developing social and emotional resilience

Student Feedback:

Students in Years 4 to 6 completed the 'Tell Them From Me' surveys which focused on 18 measures of student engagement, including participation, behaviour, effort and challenge, teaching relevance and rigour, expectations for success, positive learning climate and relationships, sense of belonging, interest and motivation. It provided insight into student engagement, well–being and effective teaching practices at our school from the perspective of our students.

- 92% of students experience a strong sense of belonging
- 94% of students participate in school sport or clubs
- 96% of students have positive relationships
- 94% of students value schooling outcomes
- 96% of students demonstrate positive behaviour at school
- 86% of students demonstrate positive homework behaviours
- 90% of students are motivated and engaged

Teacher Feedback:

Teachers completed the 'Tell Them From Me' survey, and provided insights into school and classroom effectiveness from their perspective. Questions asked related to collaboration, leadership, inclusiveness and learning culture, data informed practice, student feedback and teaching strategies, classroom technology and parent/carer involvement.

They identified areas of strength as:

- Opportunities to engage with colleagues through strong collaborative practice
- Feeling valued, supported and consulted by school leadership teams as the year progressed
- Access to technology that supports student engagement and learning
- A greater focus in Semester 2 on differentiated professional learning opportunities to build individual capacity
- Confidence in using a range of strategies to provide student feedback

They identified areas for development as:

- Greater focus on developing social and emotional resilience, and a need to streamline student well–being approaches in the school
- Collaborative planning and professional learning to focus on curriculum implementation, programming, assessment and differentiated practice particularly in English and Mathematics
- Need to strengthen learning support practices and processes
- Need to strengthen data informed practice

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.