

2023 Annual Report

Turramurra High School



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Introduction

The Annual Report for 2023 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.

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School vision

Turramurra 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

Turramurra 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Purpose

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

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

English language proficiency
Low level adjustment for disability
Integration funding support
Professional learning

Summary of progress

Literacy:

The Literacy Team, under the leadership of the Literacy Coordinator, implemented a consistent focus on literacy throughout 2023. In consultation with the Network Specialist Facilitator, the school identified that a focus on Vocabulary was needed, as NAPLAN and Check-in data showed that this was not only an area for improvement, but there was an understanding that an improvement in this aspect would also benefit other aspects of Reading and Literacy more broadly. It was decided that the focus would be on strategies to improve understanding and use of Tier 2 words.

Teaching staff engaged well in professional learning based on the high impact model and feedback indicated that teachers grew in confidence in their understanding of and ability to implement strategies from the professional learning. There was evidence of strategies being developed in all KLAs and consistently implemented in classrooms. Students were engaged with the vocabulary strategies through a variety of activities. Analysis of Check-in data from Term 4 2022 and Term 4 2023 showed an improvement in performance in Vocabulary in Years 8 & 9, while Year 7 results in Vocabulary showed almost no change. Note that this was a comparison of different cohorts.

Check-in and NAPLAN data needs to be further analysed with a view to planning next steps for literacy in 2024. The Literacy team will then plan and implement next strategies for improvement in literacy across the school.

Numeracy:

The school numeracy team led a whole school approach to numeracy in 2023.

The team provided an update to staff during a professional learning meeting early in 2023, highlighting findings from the previous year's external testing data and outlining plans for the year. Teaching staff were provided with professional learning on analysing the numeracy skills required in a range of question types. Staff were surveyed on their strengths and weaknesses in different aspects of numeracy. A goal of this professional learning was to increase awareness among teachers of where numeracy occurs within their programs.

During the year KLAs were provided with subject specific information to help them identify numeracy requirements within their syllabuses with a view to further embedding effective teaching strategies to address these outcomes.

The focus did not remain as consistent through the year as planned, and the follow up to ensure that teaching programs had numeracy strategies embedded did not occur.

Next year the numeracy team will reconvene to plan for a more targeted approach to numeracy. This will involve analysis of more recent external testing data, leading to a focus on specific numeracy skills. This will be supported by professional learning differentiated to the needs of different KLAs.

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
An increase in Check-in Assessment mean scaled score for reading in Years 7 - 9 for 2023 compared with Year 7 - 9 in 2022.	The Check-in Assessment mean scale score indicates reading has increased from 435 to 442 marks in Year 7 , while there has been a slight decrease in Years 8 and 9 .
An increase in Check-in Assessment mean scaled score for numeracy in Years 7 - 9 for 2023 compared with Year 7 - 9 in 2022.	The Check-in Assessment mean scale score indicates numeracy has increased from 440.5 to 448.9 marks in Year 7 , from 456.1 to 462.7 marks in Year 8 , while in Year 9 there was a decrease from 472.9 to 469.2 marks .
HSC TOP TWO BANDS 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%	HSC results for 2023 indicated that there was a 6.2% increase in the percentage of results in the top two bands to 47.8% .

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

Professional learning
Aboriginal background

Summary of progress

During 2023 the school shifted to a professional learning model which was far more focused on a whole school common approach to teaching practice. The most obvious example of this was in the consistent focus on literacy, however it was also evident in the professional learning on numeracy, data skills and use and Aboriginal Education. Teams were established in Literacy as well as Aboriginal Education and both met regularly to share and plan. These teams then led the professional learning and implementation of strategies across the school. The feedback from teachers on this professional learning was that it was engaging and applicable to everyday teaching practice. Strategies were implemented in each KLA, impacting student learning right across the school.

Collaboration was a key feature of the professional learning approach and it was used flexibly across the year; in some cases a cross-KLA format, while at other times KLA groupings were used, depending on the nature and purpose of the professional learning.

There were a number of positive outcomes of the consistent focus and collaborative approach used, which included a strong sense of shared endeavour for teaching staff and understanding of the direction of the school. Student engagement and performance outcomes were overall quite positive in terms of external and internal performance data.

In 2024 the school will have an increased focus on explicit teaching, including Learning Intentions and Success Criteria, with professional learning supported by instructional rounds or walkthroughs.

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
EXPLICIT TEACHING STRATEGIES Explicit teaching strategies are embedded in programs and increasingly being implemented in classes, including HSC Strategies, literacy and numeracy and HPGE, supported by data driven practices.	All Year 7 - 10 classes were given explicit lessons on literacy, including Tier 2 vocabulary. Additionally, Year 7 & 8 students participated in ongoing explicit literacy programs targeting reading and writing. A significant number of teachers participated in HSC Strategies professional learning and implemented strategies into classroom practice. All staff participated in data analysis professional learning, which was put to practice in HSC RAP analysis.
COLLABORATIVE PRACTICE Self assessment against the School Excellence Framework in the element of 'Learning and Development' is	At External Validation in 2023 the school was validated at Sustaining & Growing in Learning & Development and is still moving towards Excelling.

moving towards Excelling.

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

Socio-economic background
Student Support Officer

Summary of progress

The introduction of home room, 'Mana' groups, in all year groups was a major initiative in 2023, the purpose being to improve student wellbeing through better connections to a teacher and peers in the Mana group. Following a thorough planning and consultation process in late 2022, the Mana groups were introduced from the start of the 2023 school year, incorporated into timetable in three 20 minute sessions each week, providing regular contact for students and teachers in each group. There were opportunities to focus on study skills, wellbeing initiatives and a weekly individual quiet reading session. A scope and sequence with ample resources provided support for teachers, however these were optional and teachers were able to adapt the program to suit the needs of their groups. This flexibility was a key factor in empowering groups to develop better connections and sense of belonging.

While there were initially some challenges in some groups, whether in terms of teacher confidence in the program or because of combinations of students, there was a commitment from all staff to the success of the program. At the end of the year, Mana teachers were interviewed to get their feedback on the Mana initiative and input into future planning. Overall, the feedback was that the Mana groups are valuable and should continue into 2024. The connections between peers and with their Mana teachers was seen to be supportive of student monitoring, staff-student relationships and overall student wellbeing. Competing priorities in the use of Mana time presented some challenges and this will need to be considered in 2024. While most groups and their teachers will remain the same next year, some tweaking of groups will support smoother functioning of groups.

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
ATTENDANCE 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%	The number of students attending greater than 90% of the time or more has increased by 16.75% to 65.95% .
WELLBEING TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 69.03%	54.48% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this system-negotiated progress measure.

Funding sources	Impact achieved this year
Integration funding support \$316,132.00	Integration funding support (IFS) allocations support eligible students at Turramurra High School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Literacy and numeracy Overview of activities partially or fully funded with this targeted funding include: • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of support for specific learning, behavioural and health support needs. • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • staffing release for targeted professional learning around learning needs, health care needs, mental health support. The allocation of this funding has resulted in the following impact: 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. Teachers were supported to create adjusted class activities and modified assessment tasks catering for individual student needs. After evaluation, the next steps to support our students will be: to continue engagement with network Learning and Wellbeing staff to further refine procedures for provision of learning support.
Socio-economic background \$22,999.12	Socio-economic background equity loading is used to meet the additional learning needs of students at Turramurra High School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Effective Learning Communities Overview of activities partially or fully funded with this equity loading include: • Mana groups initiative • professional development of staff through [program] to support student learning • Attendance focus • employment of external providers to support students with additional learning needs • providing students with economic support for educational materials, uniform, equipment and other items The allocation of this funding has resulted in the following impact: Students at risk were supported effectively in a variety of ways. Funding allowed students to access specialised programs to support learning and wellbeing. Some of these included Raise mentoring, Rock and Water, Mana home room groups, various activities related to attendance. Also, some students were provided access to excursions and incursions that they would otherwise not have been able to participate in. After evaluation, the next steps to support our students will be: Analyse learning and wellbeing data for at-risk students. Re-evaluate our

Socio-economic background \$22,999.12	approach to supporting improvements in attendance. Seek opportunities to target wellbeing initiatives to specific students.
Aboriginal background \$3,719.89	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Turramurra 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 educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Transformation of Practice Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in all Aboriginal students being supported with a PLSP, an Aboriginal teacher providing regular mentoring, ongoing engagement with families, and opportunities provided to students to engage with external cultural opportunities and support. After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: seeking further opportunities to engage in Aboriginal student networks, excursions and programs. Further work with students and families on post-school pathways for Aboriginal students.
English language proficiency \$59,186.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Turramurra High School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Literacy and numeracy Overview of activities partially or fully funded with this equity loading include: • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms The allocation of this funding has resulted in the following impact: Student progress showing steady growth on the EAL/D learning progression, with most students achieving pleasing results, in part as a result of increased focus on literacy. After evaluation, the next steps to support our students will be: Further professional learning for teachers in teaching strategies which support EAL/D learners.
Low level adjustment for disability \$146,163.18	Low level adjustment for disability equity loading provides support for students at Turramurra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Low level adjustment for disability \$146,163.18	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Literacy and numeracy Overview of activities partially or fully funded with this equity loading include: • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students with Individual Learning Plans/Profiles, Life Skills and HSC Special Provisions • 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 The allocation of this funding has resulted in the following impact: The Learning Support Team effectively allocated staffing resources to support students with additional learning needs, including those in Life Skills and those with disability provisions. Teachers were supported to adjust teaching and assessment activities, providing all students with opportunities to engage successfully with learning. After evaluation, the next steps to support our students will be: to further expand the impact of the Learning Support Team by providing professional learning for SLSOs and LaST in strategies for students with a variety of learning support needs and then for this to be used to assist teachers.
Professional learning \$87,345.73	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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Literacy and numeracy • Transformation of Practice • Engagement (differentiation strategies) Overview of activities partially or fully funded with this initiative funding include: • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses The allocation of this funding has resulted in the following impact: Teaching staff received professional learning targeting key aspects of the school plan. As a result of a sustained focus on literacy, all teachers implemented literacy strategies in classrooms. Staff participated in professional learning in HSC strategies, a potential contributor to improvements in the percentage of students in HSC top two and three bands. After evaluation, the next steps to support our students will be: professional learning for teaching staff focused on explicit teaching as well as opportunities for staff to collaborate in implementing and monitoring impact of teaching strategies on learning.
COVID ILSP \$16,372.34	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 2023.

COVID ILSP \$16,372.34	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities Overview of activities partially or fully funded with this targeted funding include: • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups The allocation of this funding has resulted in the following impact: an SLSO was allocated to support targeted students, with the main focus being on literacy, as well as engagement in learning more broadly. All students involved were observed to participate more confidently in learning through this support and had improved success in reading, specifically vocabulary knowledge and skills. After evaluation, the next steps to support our students will be: to broaden the support for targeted students to include numeracy support, while strengthening literacy interventions.
Student Support Officer \$99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Turramurra High School Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Effective Learning Communities Overview of activities partially or fully funded with this Staffing - Other include: • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • working collaboratively with external and other government agencies in their support of students and their families. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. The allocation of this funding has resulted in the following impact: To increase the impact of the Student Support Officer (SSO) position, the SSO prioritised more small group interventions rather than individual support in 2023. This resulted in more students having contact with the SSO, therefore more students being supported. This led to the introduction of Rock & Water, implemented with targeted groups by the SSO and School Counsellor. After evaluation, the next steps to support our students will be: Broadening the opportunities for the SSO to support targeted groups of students. Further connections to external support services. Embedding the Rock & Water program in the Year 7 PDHPE program.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	705	664	619	597
Girls	515	484	447	449

Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.6	95.1	89.4	90.4
8	93.7	91.4	87.9	90.7
9	92.3	89.7	86.2	87.8
10	93.0	89.4	85.5	87.9
11	92.4	90.8	88.3	88.8
12	94.0	90.5	89.4	89.9
All Years	93.2	91.1	87.7	89.2
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	2	2	5
TAFE entry	1.5	2.8	4
University Entry	0	0	85
Other	0	1	3
Unknown	0	1	3

Year 12 students undertaking vocational or trade training

9.09% of Year 12 students at Turrumurra High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Turrumurra High School expected to complete Year 12 in 2023 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)	12
Classroom Teacher(s)	52.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,360,295.89
Revenue	13,901,361.78
Appropriation	12,424,495.24
Sale of Goods and Services	137,082.90
Grants and contributions	1,259,439.50
Investment income	56,327.80
Other revenue	24,016.34
Expenses	-14,111,989.07
Employee related	-12,133,220.64
Operating expenses	-1,978,768.43
Surplus / deficit for the year	-210,627.29
Closing Balance	1,149,668.60

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.

	2023 SBAR Adjustments (\$)
Targeted Total	370,049
Equity Total	232,068
Equity - Aboriginal	3,720
Equity - Socio-economic	22,999
Equity - Language	59,186
Equity - Disability	146,163
Base Total	10,748,334
Base - Per Capita	277,437
Base - Location	0
Base - Other	10,470,897
Other Total	654,936
Grand Total	12,005,387

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

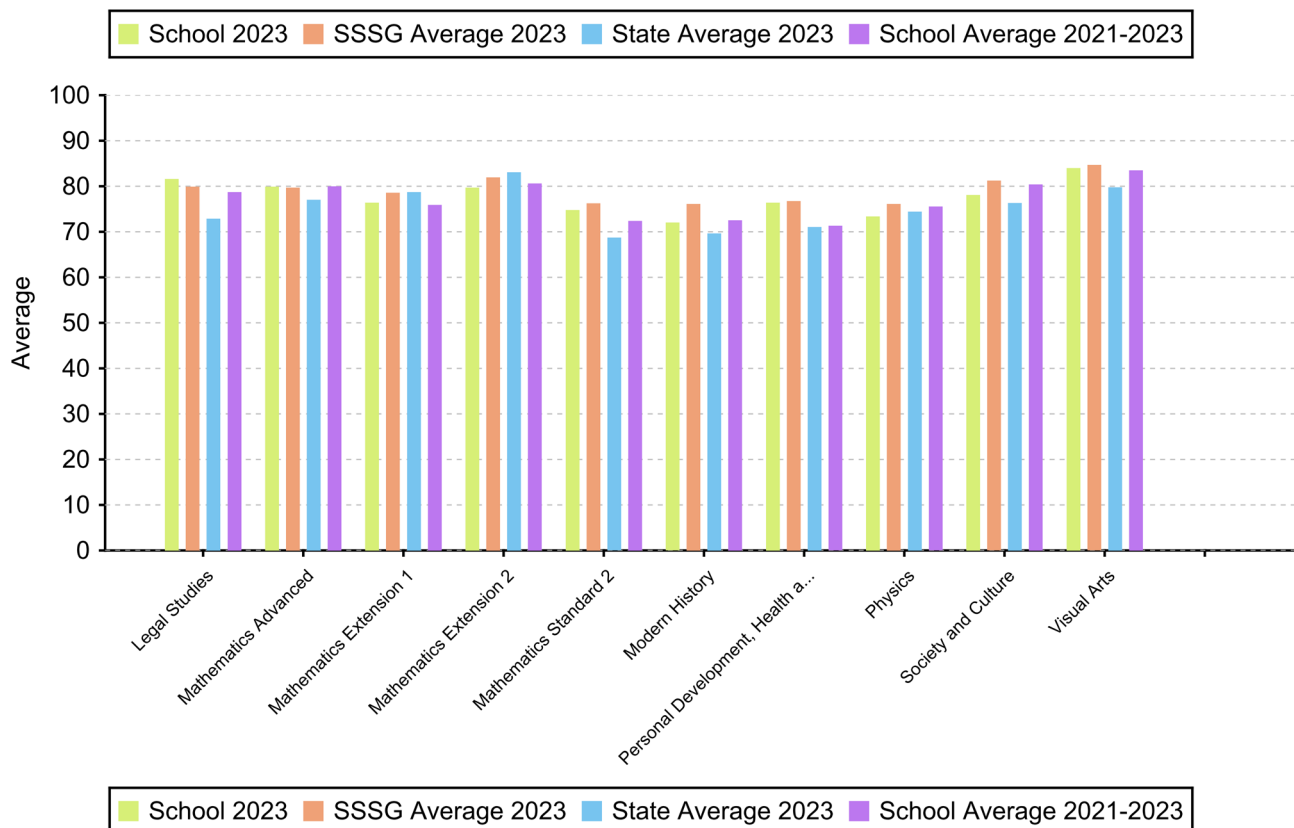
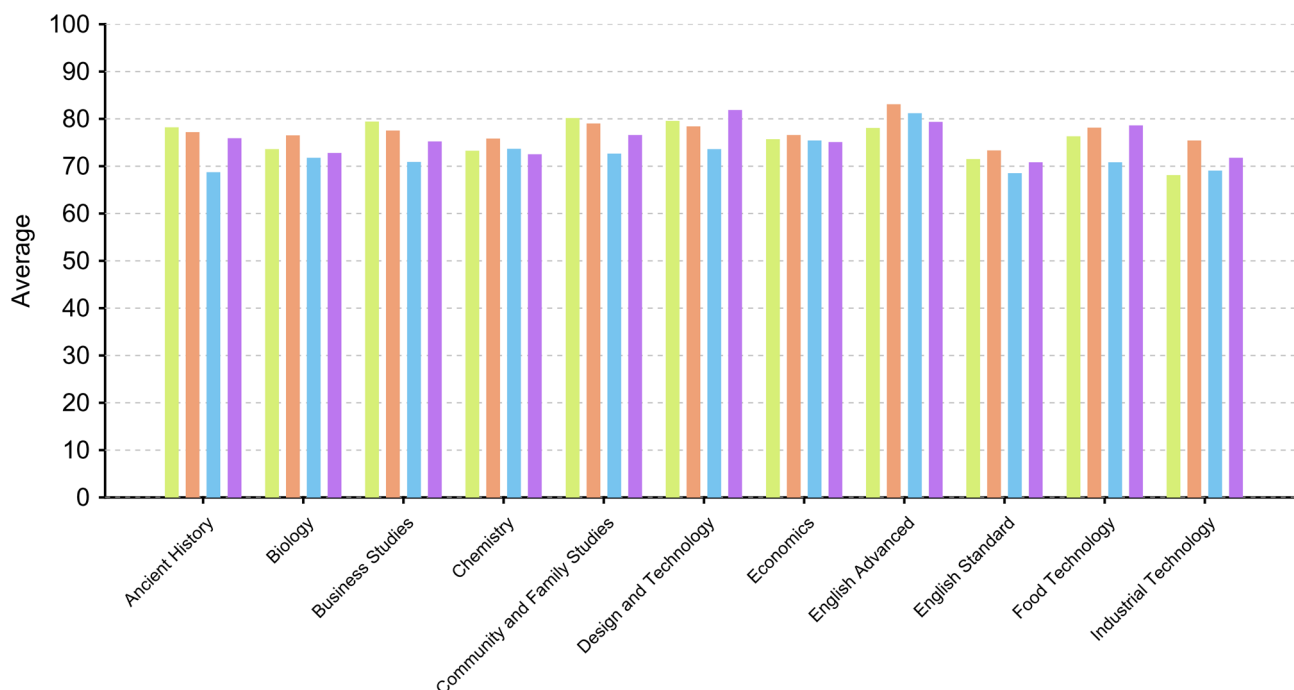
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

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.



Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	78.2	77.2	68.7	75.9
Biology	73.6	76.5	71.8	72.8
Business Studies	79.4	77.5	70.9	75.2
Chemistry	73.3	75.9	73.7	72.5
Community and Family Studies	80.2	79.0	72.7	76.6
Design and Technology	79.6	78.5	73.6	81.9
Economics	75.7	76.6	75.5	75.1
English Advanced	78.1	83.1	81.2	79.4
English Standard	71.5	73.3	68.5	70.8
Food Technology	76.3	78.1	70.8	78.6
Industrial Technology	68.1	75.4	69.1	71.8
Legal Studies	81.6	79.9	72.9	78.7
Mathematics Advanced	79.9	79.7	77.0	80.0
Mathematics Extension 1	76.4	78.6	78.7	75.9
Mathematics Extension 2	79.7	81.9	83.1	80.6
Mathematics Standard 2	74.8	76.2	68.7	72.4
Modern History	72.0	76.1	69.6	72.6
Personal Development, Health and Physical Education	76.4	76.8	71.0	71.3
Physics	73.4	76.1	74.4	75.5
Society and Culture	78.1	81.2	76.3	80.4
Visual Arts	84.0	84.7	79.8	83.5

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 2023 the opinions of the school community were canvased 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.

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. Parents were surveyed leading up to the introduction of the mobile phone ban.

Staff were given numerous opportunities to provide feedback in 2023. 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. With External Validation taking place in 2023, staff had numerous opportunities to participate in the evaluation processes leading to the successful and thorough completion of this important process.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.