

Turvey Park Public School

Annual Report



2017



4144

Introduction

The Annual Report for 2017 is provided to the community of Turvey Park 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.

Michael Woolbank

Principal

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Message from the Principal

Upon reflection on this school year, it is quite extraordinary how much has been achieved and undertaken in an endeavour to provide meaningful learning opportunities for our students and to constantly improve on the educational service to our school community. The school remains committed to providing the best possible education for our students through strategic planning, focused staff professional development, innovative teaching and learning practices and the targeted resourcing of school programs.

2017 saw an increase in the number of classes formed at the school. The usual fourteen class structure increased to sixteen, primarily due to the arrival of many students from refugee backgrounds. The school's culture has been enriched by our new families and it has been a privilege to welcome them to our school community. Students across the school have been ably supported by specialist staff in the areas of Reading Recovery, Learning and Support, Library, Science and English as an Additional Language. There have been a total of eight learning support officers employed to support students across the school.

The public education system, of which Turvey Park is a proud member, continues its focus on perfecting the quality of its service to its students and community. Subsequently our school has continued to embrace innovations and initiatives to consistently place the emphasis of everything that we do on improving student learning outcomes.

This year marks the end of the current school planning cycle and at the same time signals the development of a new three year school plan. The school has evaluated its progress in terms of the current school plan, and this process in combination with student, parent and staff surveys, is assisting in developing the school plan for 2018 to 2020. The new plan will of course centre on quality student learning, quality teaching and quality leadership, in addition to strengthening school and community relationships and the need to nurture and foster the development of all its students.

Funding received by the school under the Gonski model, or as our system refers to it, equity funding, has enabled the strategic allocation of funding to support students with the greatest need. Funding has been used to engage teaching staff and learning and support officers or teachers aides to work in specialist roles across the school to support students with additional learning needs, including students from refugee backgrounds; for teacher professional development and; for the acquisition of student learning resources. The impact of this funding is extremely positive as decision making at the local level has enabled the school to allocate funding to where it is needed most.

Teacher professional learning continues to be a primary focus of school operation and expenditure. Regular training days to support the teaching of literacy and numeracy enable teachers to hone their classroom practice to ensure that the children are provided with quality learning experiences. This year, teaching staff have been consolidating their teaching skills in programs such as Targeted Early Numeracy or TEN, Focus on Reading and Language Learning and Literacy or L3, together with a continuation of collaborative learning activities that promote quality teaching and learning.

The arrival of our refugee students has also meant that we needed to build our capacity as a staff to gain an understanding of the circumstances from which these children have come and to learn how to support their intellectual, emotional, social and physical needs. Therefore staff have engaged in training to gain an appreciation of the impact of trauma on child development and how to cater for their learning and wellbeing needs in a school setting. To assist with the transition of our refugee families into our school community we have been pleased to offer such initiatives as a welcome barbecue, café afternoons and school information translation sessions, not to mention specialised support to develop these students' English language skills. The growth in our new students' confidence and sense of belonging has been both wonderful and heart-warming to witness.

Turvey Park Public School sincerely values the support that is made on a daily basis by parents and carers. The energetic members of our P&C Association have met regularly throughout the year discussing ways of raising money in support of school programs and initiatives. The students and staff are deeply grateful for the work that this organisation does in providing both financial and physical support to the school.

In concluding, I look forward to working positively with all to ensure that the school strives to be a dynamic, engaging and innovative place of learning as we travel on our educational journey into the future.

School background

School vision statement

Turvey Park Public School strives to be an engaging and inclusive school community that offers a nurturing, responsive and diverse learning environment. Students are provided with innovative educational experiences to develop into lifelong learners; empowering them to become creative, independent and responsible community members.

School context

Turvey Park Public School is located in Wagga Wagga close to the city centre. The school currently services over 270 families from across the full socio-economic spectrum with a total school enrolment of approximately 390 students. Aboriginal student enrolments presently make up 13% of the student population and English as an Additional Language(EAL) and refugee students 16%.

Equitable curriculum access for all students is a priority of the school's educational provision. Academic achievement is central to the school's teaching and learning programs with a differentiation of the curriculum and technology integration to enable all students to work to their potential. A fair and supportive student welfare policy that is consistently implemented ensures a safe and happy teaching and learning environment. The school takes pride in celebrating the achievements of its students and sharing them with the wider school community. An excellent science program provides hands on experiences for all students incorporating elements of exploring, investigating and experimenting with an emphasis on environmental issues. Extracurricular opportunities are promoted in the school to maximise student development through participation in activities such as choir, sport, technology group and dance, together with leadership roles in the buddy and peer support programs and student representative council.

The ongoing professional development of staff is seen to be critical in enhancing student learning outcomes. The staff and parents demonstrate high levels of commitment to, and ownership of, school programs and operations. The school community shares the belief that that we can achieve the highest possible educational outcomes when parents, staff and students work together.

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

Student learning continues to be an absolute priority of school operation. The school is working towards, through its procedures and practices, a learning culture that promotes positive, respectful relationships and addresses and monitors all student learning needs. Learning engagement by students coupled with high expectations of behaviours are evidenced in teaching and learning programs and student wellbeing programs. Equitable learning opportunities, technology integration, extra-curricular activities and ensuring that all student learning needs are being catered for remain key priorities of the school. The school has sought active partnerships with parents in their children's learning as shown in personalised learning plan meetings. Teachers employ evidenced-based teaching practices using processes to collect explicit data on student performance. Subsequently the school analyses both in-school and external data such as NAPLAN to inform future teaching and learning programs. Whilst reporting on student progress has been a regular procedure, the school is seeking to provide parents with a greater level of information on their child's progress in the future.

The School Excellence Framework Self-Assessment Survey conducted by the school indicated that for the **Learning** elements the school was:

Learning Culture – Sustaining and growing

Wellbeing – Sustaining and Growing

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Sustaining and Growing

Student Performance Measures – Sustaining and Growing

Teaching

Critical to the teaching and learning process is the use of student performance data and feedback by teachers to evaluate the effectiveness of their own teaching practices. A focus this year has been the provision of ongoing feedback to students about their progress and how they can improve. As a means to constantly improve their teaching practice, teachers worked together in teams to ensure consistency of curriculum delivery in literacy and numeracy, including the consistency of teacher judgement. Professional learning days and sessions were implemented for this purpose together with teachers actively sharing learning from targeted professional development. Classroom observations by teachers on their teaching colleagues have been a highlight of this year's professional learning program. Teachers have received constructive feedback on their teaching performance in order to enhance it in the future.

The School Excellence Framework Self-Assessment Survey conducted by the school indicated that for the **Teaching** elements the school was:

Effective Classroom Practice – Sustaining and Growing

Data Skills and Use – Sustaining and Growing

Collaborative Practice – Sustaining and Growing

Learning and Development – Sustaining and Growing

Professional Standards – Sustaining and Growing

Leading

The school is committed to the development of leadership skills in staff and students. Student leadership roles such as the student representative council, sporting houses and peer support program have enabled students to develop problem solving skills and independence. Staff have embraced leadership opportunities by adopting various roles and responsibilities in the areas of curriculum, management and general school organisation. The school executive proactively demonstrate their leadership qualities in the performance of their duties and are supporting other staff in developing their leadership capacities. Parents and community members have engaged in a wide range of school-related activities, and surveys show that they are generally positive about the school's educational provision. School practices acknowledge and celebrate the wide diversity of students and their achievements.

The School Excellence Framework Self-Assessment Survey conducted by the school indicated that for the **Leading** elements the school was:

Leadership – Sustaining and Growing

School Planning, Implementation and Reporting – Sustaining and Growing

School Resources – Sustaining and Growing

Management Practices and Processes – Sustaining and Growing

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/sef-evidence-guide>

Strategic Direction 1

Quality teaching and engaged student learning

Purpose

To implement consistent quality teaching practices that enable high student engagement and the achievement of positive learning outcomes in the areas of literacy and numeracy within the context of the Australian Curriculum framework and that meet the Premier's Priorities.

Overall summary of progress

Through ongoing self-assessment and reflection processes, the school has been able to demonstrate progress for this strategic direction using a comprehensive range of evidence. This evidence has been obtained through ongoing monitoring of student progress and performance using school-based and external assessment tools, consistent student data analysis, teacher professional learning activities, reporting on school plan milestone progress and annual school plan review. The school has achieved progress in the areas of student assessment and data collection procedures, quality student learning and engagement and 21st century learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching and effective learning practices resulting in an increase in students achieving stage and above stage learning outcomes.	Literacy and numeracy teaching and learning materials – \$11,761 Literacy and numeracy teacher professional learning – \$13,006	Internal and external assessment data and evaluations indicate overall school growth. In 2017, 48% of students achieved stage outcomes or above for English in Semester 1 and 63% realised this achievement in Semester 2. In 2017, 61% of students achieved stage outcomes or above for Mathematics in Semester 1 and 72% realised this achievement in Semester 2. The 2017 Student Tell Them From Me Survey student engagement responses showed that over 96% of students value their schooling outcomes compared to 90% in 2016, with 80% of students being consistently interested and motivated to learn compared to 78% in 2016. 82% of students see their effort being important to their learning outcomes and 87% believe they are receiving quality instruction from their teachers. Effective utilisation of assessment tools to capture and measure student learning progress and make meaningful decisions on student future learning. Implementation of, and teacher professional learning in, key literacy and numeracy programs. Effective implementation of English, Mathematics, Science, History and Geography syllabuses. Differentiated teaching and learning programs meeting the diversity of student learning needs.
Student performance data analysis, teacher professional learning practices and equitable learning opportunities demonstrate an increase in student learning growth.	Teacher professional learning – \$27,836 Equity funding for student support – \$161,393	Percentage of students at or above expected learning growth in NAPLAN: – Reading – 2015 – 50% 2017 – 57% – Numeracy – 2015 – 52.5% 2017 – 56.1%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student performance data analysis, teacher professional learning practices and equitable learning opportunities demonstrate an increase in student learning growth.		<p>2017 Text Reading Level(Year 1: L18 and Year 2: L 28)</p> <p>– Year 1 – Term 1 – 37% Term 4 – 82%</p> <p>– Year 2 – Term 1 – 14% Term 4 – 61%</p> <p>Strategic and meaningful student performance data collection and analysis to inform teaching practices to enable improvement in student learning outcomes.</p> <p>Collaborative teacher professional learning activities have improved their abilities to implement evidence-based teaching practices and to respond to student learning needs.</p> <p>Specialised student support interventions such as Reading Recovery, intensive literacy support and refugee student support have enhanced the learning outcomes of students with additional learning needs and from diverse cultural backgrounds.</p>

Next Steps

- continuation of Stage professional learning sessions/days focusing on literacy and numeracy teaching strategies, resources and assessment practices
- Stage 2 and 3 teacher training in the 'Writing in the Middle Years' professional learning program
- refinement of numeracy assessment tools
- consolidation of L3 and Focus on Reading programs
- implementation of a numeracy support program K–6



Strategic Direction 2

Leadership capacity and professional development

Purpose

To invest in the leadership capacity and professional development of school staff to ensure the effective, long term sustainability of school educational programs that are responsive to the challenges of a 21st century world.

Overall summary of progress

The school has been able to demonstrate progress for this strategic direction using a variety of evidence sources. School self-assessment and reflection processes include feedback and surveys from teachers on professional learning and skills development, assessment of teacher performance and development through classroom observation and teacher reflection; feedback from collegial professional learning sessions; and evaluation of leadership and beginning teacher development practices. The focus and greatest impact has been in the areas of professional collaboration, quality professional support and leadership development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in teachers' competence and confidence in embedding 21C initiatives in student learning programs, complemented by 21C technologies.	Computer technology hardware and software expenditure – \$8,700 IT coordinator release to support teachers and attend to technical issues – \$5,510 HOW2Learn facilitator – \$1,045	Training and implementation of HOW2learn strategy in all classrooms. All teaching staff have trained in Phase 1 of the strategy and a module from Phase 2, with implementation visible across the school. Demonstrated improvement in teachers' computer technology skills within a culture of collegial professional interaction. 90% of teachers believe that their technology skills have improved this year. 2017 Tell Them From Me Teacher Survey rated their ability to use technology to engage students and to develop their own technology skills as 6.7 out of 10. This response rating was the same as the norm for NSW government school teachers. School-wide student access to computer technology, including laptop computers and iPads, has enhanced student information technology proficiency, together with online learning applications such as Studyladder, Literacy Planet and Skoolbo.
A structured supervision and professional learning program enabling measurable growth in teacher development and leadership.	0.267(Semester 1) and 0.659(Semester 2) staffing allocation for collaborative teaching practices. Beginning Teacher Support Expenditure – \$5,827 Professional learning collaboration days – \$43,689	The Teacher Tell Them From Me Survey indicated that teachers rated themselves as 8.1 out of 10 for enabling a learning culture in the school. This compares with the NSW government school norm of 8.0 out of 10. In the same survey, teachers rated their professional collaboration as 8.0 out of 10 compared to the NSW norm of 7.8. 84% of teachers achieved their professional learning goals as documented in their Professional Development Plans using evidence to validate this. Effective models of support have been implemented through quality supervision practices. Classroom teaching observations have been integral to this achievement. Teacher feedback on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A structured supervision and professional learning program enabling measurable growth in teacher development and leadership.		<p>classroom observation consistently stated that this procedure enabled reflective practices to occur in order to improve teacher performance and student learning.</p> <p>Collaborative teacher professional learning days in the areas of literacy and numeracy focusing on best practice in terms of teaching strategies, student assessment and resource development.</p> <p>Coordinated support structures for beginning teachers.</p>

Next Steps

- continuation of Stage professional learning sessions/days focusing on literacy and numeracy teaching strategies, resources and assessment practices
- ongoing and structured support for beginning and early career teachers
- Phase 2 HOW2Learn – further development of teacher knowledge, understandings and skills in HOW2Learn
- embedding of classroom observations and collaborative practices in the pursuit of best practice utilising the Quality Teaching Successful Students staffing entitlement
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Strategic Direction 3

Whole child development in community partnership

Purpose

To recognise and capitalise on the potential for student learning and development by engaging and collaborating with the school community. To develop strong partnerships that focus on the need to develop every student in a holistic way

Overall summary of progress

In order to determine the progress that the school has made in terms of this strategic direction, a self-assessment and evaluation process was undertaken using a range of evidence. Self-assessment and reflection processes utilised included survey feedback from students, staff and parents; student wellbeing and community involvement data; student equity program outcomes and data; and individual student program assessments and evaluation. The areas that have been strategically targeted for overall school improvement, and which have shown a positive impact, are student wellbeing and development, school and community partnerships and inclusive and strategic resourcing in areas of greatest identified need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An overall increase in parent involvement and engagement in school programs/activities and endorsement of school-home relationships.	Community engagement funds – \$5,034 Staffing: teachers and learning support officers – \$189,853	<p>Overall parent engagement and involvement in forums such as parent information sessions, PLP meetings, student report meetings and open classrooms have increased from 61% in 2015 to 65% in 2016 and 67% in 2017.</p> <p>Implementation of effective individualised learning programs for Aboriginal students and students requiring learning adjustments. 92% of Aboriginal student parents participated in personalised planning meetings for their children in 2017.</p> <p>All students requiring extensive or substantial learning adjustments had an individual learning plan developed in partnership with their parents.</p> <p>Establishment of clear lines of communication with parents and carers. A parent survey was conducted to determine the forms of communication that parents regularly use with 21% of the parent community responding. The school newsletter, calendar of events, notifications and general school happenings were accessed by parents using a variety of modes including smart devices, social media, school app, school website and printed information. The parent community is generally satisfied with the forums for communication that are provided.</p> <p>Successful initiatives introduced to engage the new arrival refugee parents included a welcome barbecue, weekly school information translations sessions and the engagement of first language speaking teaching and support staff. Parents visibly feel comfortable in the school and are able to seek assistance to meet their language needs. School staff attended several refugee community activities to consolidate positive relationships with the parent community.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An overall improvement in student engagement in learning opportunities and general school life.	<p>Student participation costs – \$9,216</p> <p>Staffing: teachers and learning support officers using equity funding – \$161,393</p>	<p>Student involvement in a range of extra-curricular activities in a culture of pastoral support.</p> <p>Based on the Term 4 Student Tell Them From Me Survey, 84% of students in this school had a high rate of participation in sports. The NSW Govt norm is 83%. For participation in extra-curricular activities 59% of students in this school had a high rate of participation. The NSW Govt norm is 55%.</p> <p>Effective and responsive school transition programs for students entering Kindergarten and Year 6 students moving onto high school.</p> <p>Effective implementation of individual student and equity programs resulting in student learning and development growth.</p>

Next Steps

- continue to implement Aboriginal Education Snapshot recommendations
- provide classroom teacher support with English as an Additional Language/Dialect teaching strategies
- seek to strengthen parent and school community engagement through student learning program forums, information sessions, special events, etc, with a focus on communication with English as a Second Language parents



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff salaries: teachers and learning and support officers</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$53 916.00) 	<p>Targeted funding improved the learning outcomes of identified Aboriginal students requiring additional support.</p> <p>PLAN and school-based assessment data showed learning growth for all Aboriginal students. NAPLAN results indicated only two students of eleven failing to meet the Year 3 minimum standard in reading and all students at or above this standard in writing and numeracy. For Year 5, one student of seven was below the national standard for reading, with no students for writing and one student in numeracy.</p> <p>2017 NAPLAN showed that 50% of Aboriginal students were at or above expected growth from Year 3 to Year 5 in reading and writing. However, only 17% were at or above expected growth for numeracy.</p>
English language proficiency	<p>Staff salaries: teachers and learning and support officers</p> <ul style="list-style-type: none"> • English language proficiency (\$43 493.00) 	<p>There was a strategic use of funding with improvement in student English language outcomes. 54 students were supported by staff, with these students having their progress tracked against the English as a Second Language(ESL) scales. 35 students were assessed at the Beginning level, one at the Developing level and 18 at the Emerging level.</p>
Low level adjustment for disability	<p>Staff salaries: teacher and learning and support officers</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$137 277.00) 	<p>Students requiring learning adjustments have had their learning needs more effectively met due to additional staff. Teachers consistently differentiate learning programs to meet the education needs of students. These adjustments are documented in individual learning and teacher programs.</p> <p>Targeted support has realised greater attention to student learning priorities resulting in greater classroom success.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS staffing entitlement: \$68,610</p>	<p>The allocation was used to release teachers for classroom observation. Written feedback from teacher observation sessions were highly positive in terms of receiving constructive comments on the quality of teaching practice. Teachers recognise the need to have their teaching practices scrutinised in order to reflect and improve on the strategies being employed in the classroom to effectively teach and engage students in the learning process.</p>
Socio-economic background	<p>Staff salaries: teachers and learning support officers</p> <ul style="list-style-type: none"> • Socio-economic background (\$107 919.00) 	<p>A positive shift has occurred in student learning outcomes as a result of this additional support.</p> <p>Teaching practices in literacy and numeracy have improved with funding being allocated to professional learning in these areas.</p>
Support for beginning teachers	<p>Beginning teacher and mentor release from face to face: \$5,827</p>	<p>Beginning teacher proficiency has been demonstrated through classroom practice and documentation. Mentors have been allocated</p>

Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$10 788.00) 	to support beginning teachers to develop and enhance their teaching practices. One teacher was a first year recipient of funding and another in her second year. Funding was also utilised for teacher professional development activities.
Targeted student support for refugees and new arrivals	<p>Targeted Refugee Support funding</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$11 976.00) 	Refugee and newly arrived students were assessed for immediate support on their transition into the school. Specialist teachers focused on English language and social skills for all students. In-class support and mentoring was provided to class teachers.
Student wellbeing flexible funding	Flexible wellbeing funding: \$59,405	The school is being funded over three years to provide student wellbeing support and to enhance the cultural wellbeing of the school. A teacher was engaged for three days per week to intensively support targeted students demonstrating social, emotional and behavioural difficulties. The focus has been on developing student resilience, cooperation, decision making skills and a sense of responsibility. The program has involved school-based tasks such as gardening and assisting with sporting activities, together with the teacher implementing the 'Bounce Back' social skills strategy across the school. Equity funding was used to supplement the Flexible Student Wellbeing funding allocation to enable the three days of support.
Speech pathology intervention	Speech pathologist fees: \$9,100	A speech pathologist was contracted to implement a speech pathology program for students in Kindergarten and Year 1. The pathologist worked one day a fortnight for 14 days assessing students, developing and implementing programs and providing reports to the school. This initiative was highly successful in improving identified articulation and oral language skills.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	199	196	191	195
Girls	155	164	176	198

There was a significant increase in student enrolments in 2017 due to the settlement of refugee families in the school enrolment intake area. Enrolments increased from 367 in 2016 to 393 in 2017. Of the 393 students enrolled at the school, there were 50 students of Aboriginal and Torres Strait Islander background and 65 students from language backgrounds other than English.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.7	95.5	95.5
1	95.7	94.6	95.5	95.2
2	94.3	96.2	93.9	96.6
3	95.7	95.2	94.6	94.9
4	95.5	95.6	93.3	93.8
5	96.3	94.9	94.2	94.2
6	94.6	95.6	95.1	94
All Years	95.4	95.4	94.6	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Class teachers monitor student attendance and contact parents seeking explanations for unexplained absences. Regular or lengthy unexplained absence concerns are reported to the principal who discusses issues relating to poor attendance with parents and

sends a letter requesting explanation. If improvements are not apparent after discussions, referrals are made to the Department of Education(DoE) Home School Liaison Officer(HSLO). Poor attendance and late arrivals are also monitored during regular roll checks conducted by the HSLO.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.64
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islander teaching staff members employed by the NSW Department of Education at Turvey Park 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	89
Postgraduate degree	11

Professional learning and teacher accreditation

Professional learning activities were offered to all teaching and non-teaching staff throughout 2017 in the form of school development days, in-school training, external training courses and conferences. The majority of professional learning opportunities supported the school's three strategic directions. The school has six

temporary teachers currently working towards their accreditation at Proficient and a total of six permanent and temporary teachers in the maintenance phase of accreditation at Proficient level in 2017. Teachers seeking accreditation at the Proficient level and school executive also engaged in training to develop an understanding of the accreditation process.

A major focus of professional learning throughout 2017 has been Year 3 to 6 teachers consolidating their learning in New Focus on Reading(Phases 1 and 2) with the support of in-school trainers. K – 2 teaching staff received training in Targeted Early Numeracy(TEN) also facilitated by an in-school trainer. TEN professional development involved teaching demonstrations, program lesson formulation and teaching observations. Training in the HOW2Learn strategy also continued with staff engaging in Phase 2 Module 4: Practices that are Strategic. Other highly valuable internal professional learning activities involved the release of teachers in stage teams to plan and reflect on literacy and numeracy teaching practices and assessment strategies.

School development days provided valuable opportunities to stage important professional learning activities. In 2017 significant training for staff included Targeted Early Numeracy(TEN) and Taking Off With Numeracy(TOWN) strategies, STARS: supporting students from refugee backgrounds, and support staff training in roles and responsibilities, speech and occupational therapy support for students. Annual mandatory training of staff was also conducted in child protection, code of conduct, anaphylaxis, cardio-pulmonary resuscitation and fraud and corruption prevention.

The introduction of the Learning Management and Business Reform(LMBR) required the principal and administration staff to undertake intensive training in new student management and finance systems. Professional learning commenced towards the end of 2016 and concluded mid-2017. The principal and school administration manager also participated in several workshops on budgeting and the use of budget planning tools.

Leadership development was a key professional learning priority in 2017. School executive attended training days on improving student performance in NAPLAN using evidence, models for evaluating school programs and the use of SCOUT or Business Intelligence reports. The principal also attended two education conferences organised by the area Primary Principals' Council and director led principal network meetings that addressed important education reforms, initiatives and local issues.

Due to over forty refugee students enrolling in the school over the past 18 months, it was imperative that staff receive training to support the transition of these students into the school environment. Together with STARS, nine staff received professional development in Teaching English Language Learners(TELL); class teachers were provided with training in meeting the learning needs of new arrival students; and English as an Additional Language/Dialect teachers travelled to

Sydney for workshops on "Opening the School Gate: Engaging Newly Arrived Families" and the Beginning School Well Program.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	279,529
Global funds	149,394
Tied funds	319,304
School & community sources	38,418
Interest	2,572
Trust receipts	12,265
Canteen	0
Total Receipts	521,952
Payments	
Teaching & learning	
Key Learning Areas	12,117
Excursions	4,627
Extracurricular dissections	31,346
Library	3,760
Training & Development	2,174
Tied Funds Payments	167,431
Short Term Relief	33,403
Administration & Office	18,931
Canteen Payments	0
Utilities	28,423
Maintenance	10,228
Trust Payments	2,258
Capital Programs	0
Total Payments	314,698
Balance carried forward	486,784

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	965,563
Appropriation	865,835
Sale of Goods and Services	0
Grants and Contributions	98,795
Gain and Loss	0
Other Revenue	0
Investment Income	933
Expenses	-568,784
Recurrent Expenses	-568,784
Employee Related	-388,849
Operating Expenses	-179,935
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	396,779
Balance Carried Forward	396,779

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,599,691
Base Per Capita	56,087
Base Location	3,153
Other Base	2,540,451
Equity Total	342,604
Equity Aboriginal	53,915
Equity Socio economic	107,919
Equity Language	43,493
Equity Disability	137,277
Targeted Total	166,835
Other Total	126,763
Grand Total	3,235,893

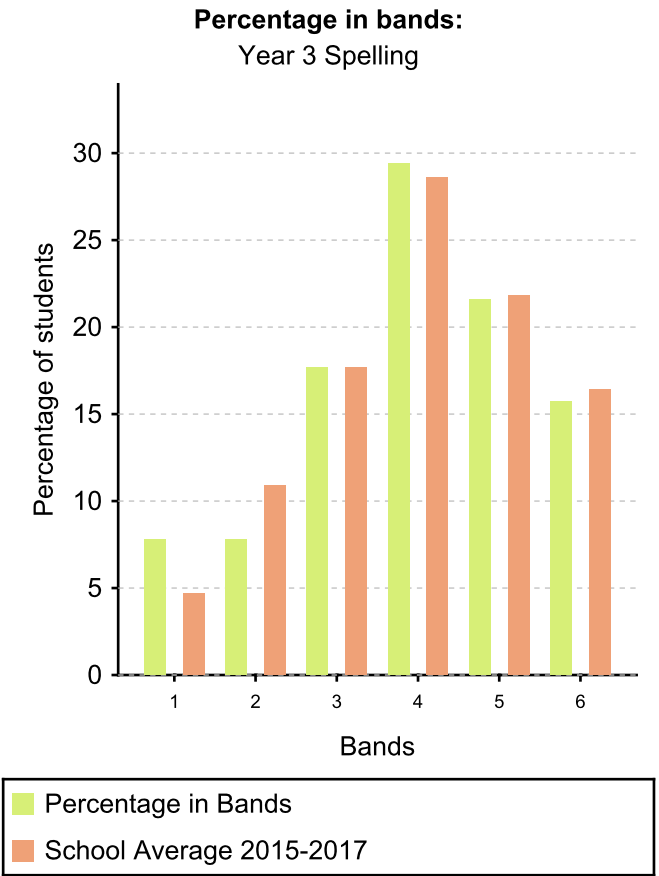
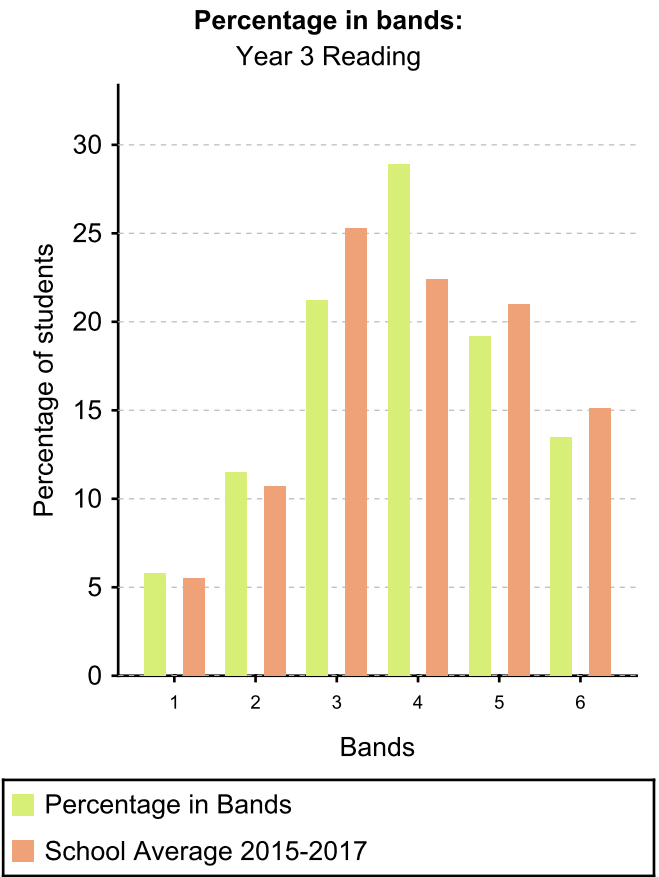
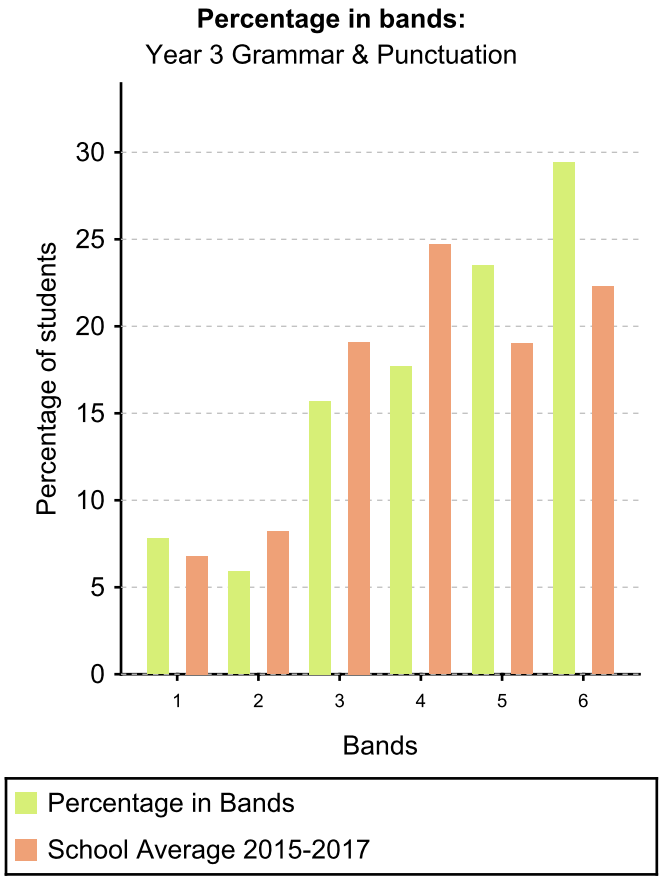
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

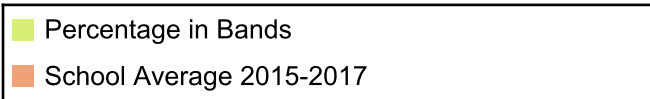
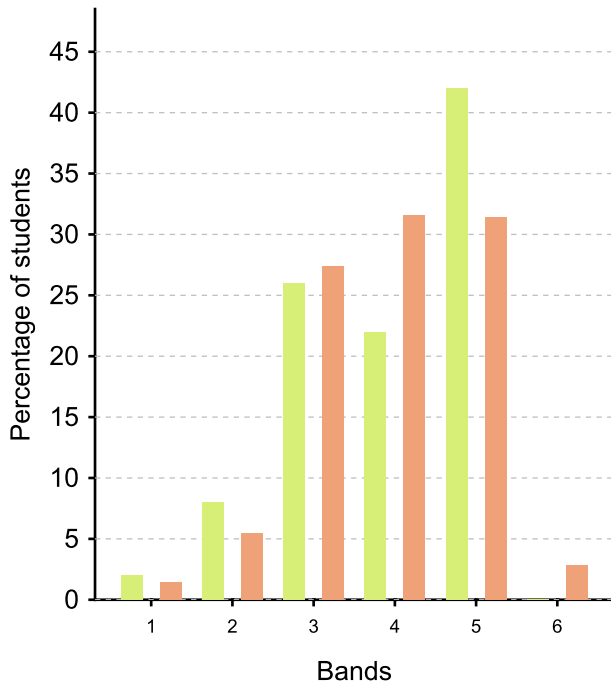
School performance

NAPLAN

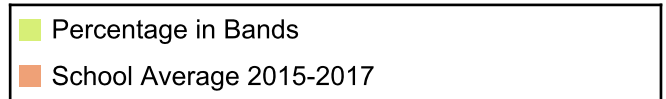
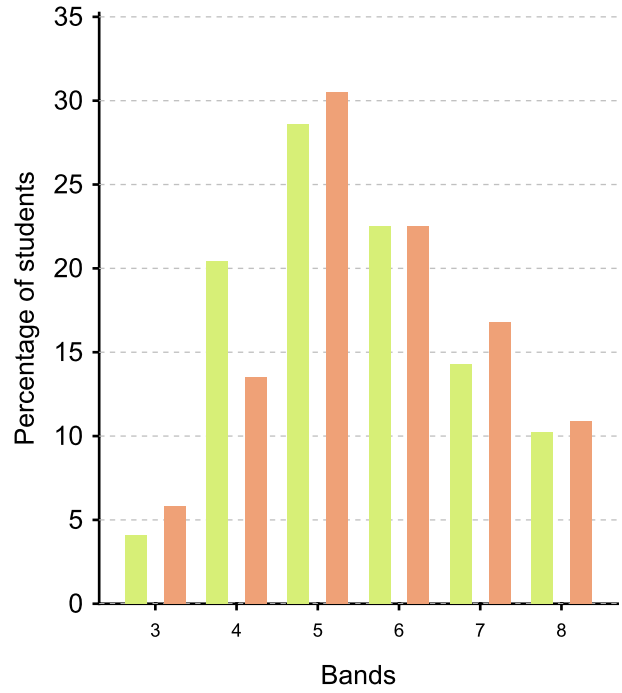
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



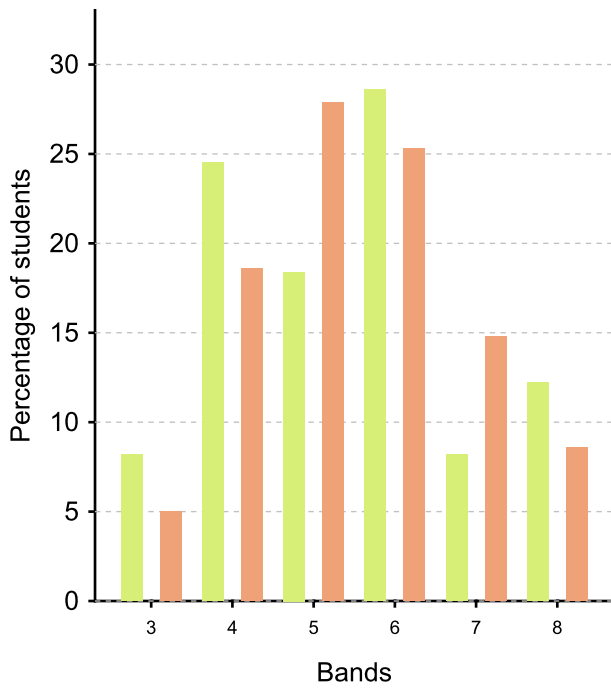
Percentage in bands:
Year 3 Writing



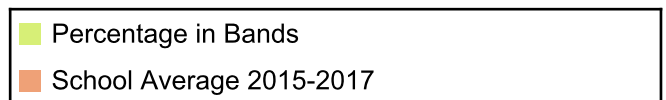
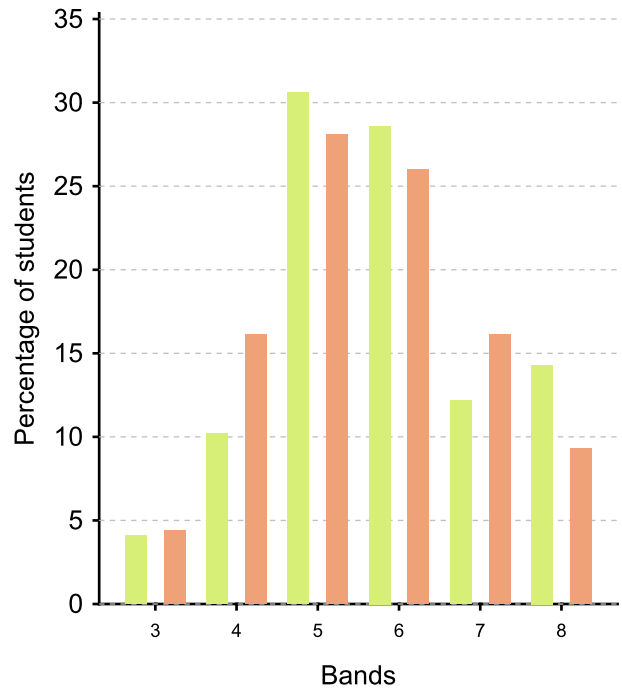
Percentage in bands:
Year 5 Reading



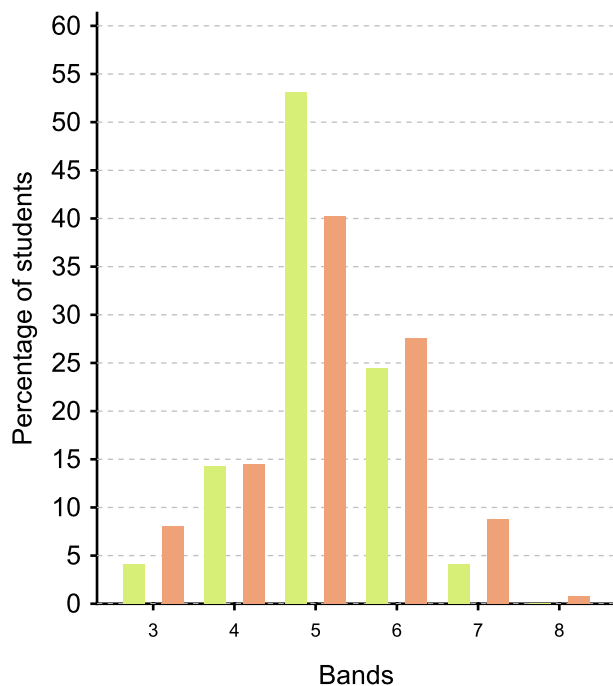
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

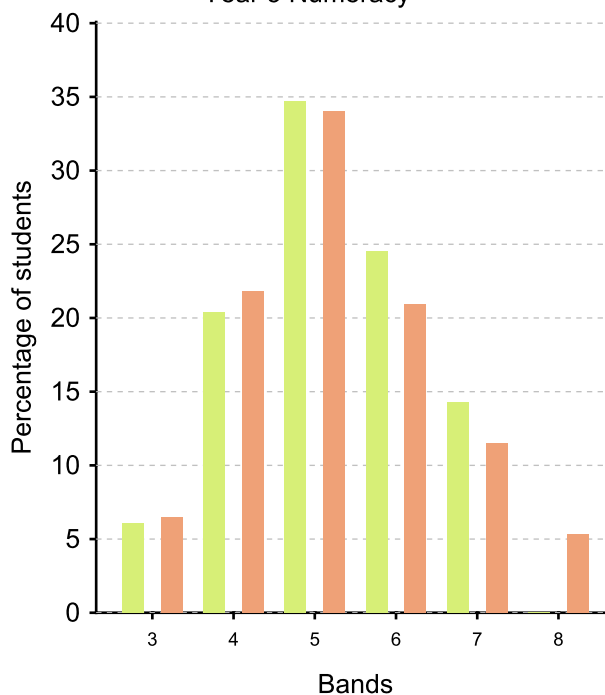


Percentage in bands:
Year 5 Writing



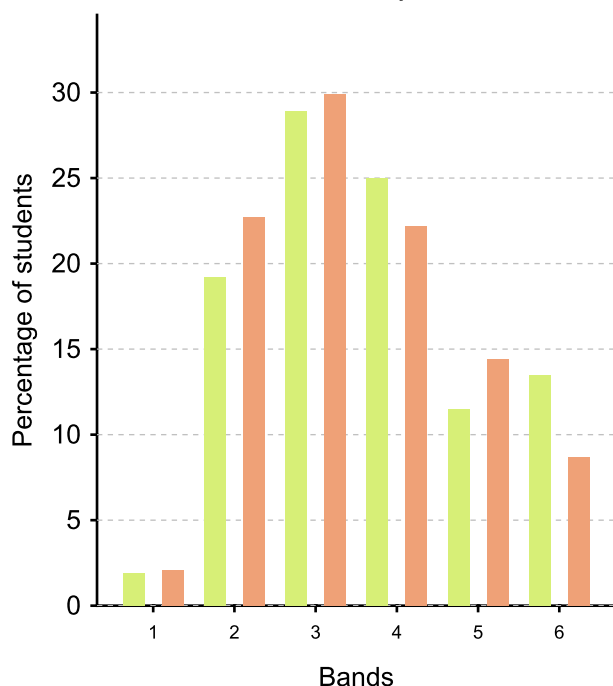
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

NSW Premier's Priorities

Improving education results

Target: Increase the proportion of students in the top two NAPLAN bands in reading and numeracy by 8%.

The school did not meet this target with the exception of Year 3 numeracy.

Better services

Target: Increase the proportion of Aboriginal students in the top two NAPLAN bands in reading and numeracy by 30%.

The school did not meet this target. The small number of Aboriginal students made the results disproportionate in comparison with the previous year.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school.

Parents and caregivers, students and teachers were surveyed using online 'Tell Them From Me'(Learning Bar) surveys.

Parent survey results:

- 80% of parents feel welcome in the school with the NSW govt norm being 74%.
- 81% of parents believe they are well-informed with the NSW govt norm being 66%.
- 85% of parents indicated that the school supports their child's learning with the NSW govt norm being 73%.
- 90% of parents feel that the school supports positive behaviour with the NSW govt norm being 77%.
- 82% of parents consider Turvey Park to be an inclusive school with the NSW govt norm being 67%.

Student survey results;

- 70% of students have a positive sense of belonging compared with the NSW govt norm of 81%.
- 92% of students value their schooling outcomes compared with the NSW govt norm of 96%.
- 72% of students are interested and motivated to learn compared with the NSW govt norm of 78%.
- 83% of students responded that classroom organisation is well-structured and purposeful compared with the NSW govt norm of 82%.
- 84% of students believe that teachers and students have positive relationships compared with the NSW govt norm of 84%.
- 67% of students consider the school to have a positive learning climate compared with the NSW govt norm of 72%.

Teacher survey results:

- 73% of teachers indicated that the school has effective leadership compared with the NSW govt norm of 71%.
- 80% of teachers value the professional collaboration with their colleagues compared with the NSW govt norm of 78%.
- 81% believe that the school has a strong learning

culture compared with the NSW govt norm of 80%.

- 86% consider the school to be inclusive compared with the NSW govt norm of 82%.
- 71% of teachers engage regularly with parents regarding student learning and progress compared with the NSW govt norm of 68%.



Policy requirements

Aboriginal education

The school had 51 students in 2017 of Aboriginal and Torres Strait Island(ATSI) background which accounts for thirteen per cent of the student population. As this is a considerable proportion of our students, staff members are aware of their learning needs and styles, cultural sensitivities and wellbeing challenges.

An important element of Aboriginal Education at Turvey Park Public School has been the annual development of Personalised Learning Plans(PLP) for all ATSI students. These plans, which are jointly developed by students, their parents and teachers, identify learning goals for the children and goals for general school life. The school sees the PLP process as being vital in developing strong, lasting relationships with the Aboriginal parent community.

The integration of Aboriginal perspectives into teaching and learning programs is an essential part of all Key Learning Areas. The promotion of the Aboriginal culture through educational programs has made learning more meaningful for Indigenous students, and fostered a respect for and appreciation of Aboriginal culture, for all students. Students have been involved in special and significant historical and cultural events such as NAIDOC and National Aboriginal and Torres Strait Islander Children's Day.

The school continues to implement the recommendations of the Aboriginal education review conducted by MC Consultancy in 2016. The Aboriginal Education Team is updating the school's Aboriginal Education Policy; reviewing the PLP process to ensure that it is inviting and acknowledging of the Aboriginal parent community; embedding Aboriginal content and perspectives into the curriculum; and considering ways of increasing Aboriginal parent engagement.

In Term 4, school staff engaged in a cultural

'connecting to country' awareness-raising session facilitated by an Aboriginal parent. The session was conducted at the Marrambyda Wetlands, where staff listened to stories of experiences told by Aboriginal elders who had grown up and lived in the Wagga Wagga area and learned of the importance of the land and its inhabitants.

Wiradjuri language lessons have been a regular feature of Aboriginal Education at the school. Highly respected Aboriginal Elder, Aunty Gail Manderson, visits the school to conduct the lessons and to share stories with our younger students. Her visits have developed a greater understanding of traditional Aboriginal culture and reinforced the importance of an Aboriginal presence in the school.

ATSI student achievement was recognised once again at the Annual Proud and Deadly Awards. Twenty students were presented awards for encouragement, academic achievement, citizenship, Aboriginal cultural engagement, student leadership and outstanding sporting achievement.



Multicultural and anti-racism education

Turvey Park has a number of students who are new arrivals to Australia. They come from Asia, Africa and most recently, the Middle East. 2017 saw a significant increase in non-English speaking students due to many refugee families being settled in the local area for humanitarian reasons. Over 35 students from Iraq were enrolled in the school throughout the school year. Sixteen percent of the student population have a language background other than English with ten percent being new arrival refugee students. The English as an Additional Language/Dialect(EAL/D) Program has developed students' understanding and use of the English language. The EAL/D teachers and learning support staff work cooperatively with classroom teachers to improve the learning outcomes of these students so that they can fully participate in schooling. EAL/D staff work intensively with new arrival students to initially develop their English language skills whilst introducing them to literacy and numeracy concepts.

All school staff received training in STARS in 2017. STARS stands for *Safety Trust Attachment Responsibility and Skills* and is a model for the successful settlement of refugee students. Staff gained an insight into the refugee experience and learnt about the impact of trauma on settlement and learning, in addition to how to create a positive learning

environment and understanding and responding to trauma-based behaviour.

Multicultural education forms an integral part of each teacher's History and Geography programs and this perspective is applied across all Key Learning Areas through planned and incidental opportunities that enhance intercultural understandings. Strategies specifically target broadening cultural awareness and increasing racial tolerance. Harmony Day is celebrated every year to promote the multicultural nature of our nation and to engender in the students racial tolerance, respect and the acceptance of differences. Class teachers plan and implement learning activities that reinforce the harmony message with classroom displays being created to represent the attitudes and values being promoted.

EAL/D teachers and the ethnic School Learning Support Officer(SLSO) have been able to develop positive relationships with parents and families from non-English speaking backgrounds by facilitating systems that enable open and clear communication, including weekly school information translation sessions. The school's Arabic speaking EAL/D teacher and ethnic SLSO have been excellent conduits with newly arrived Afghani and Yazidi families. This has enabled effective communication to take place.

The school received Department of Education funding to implement a multicultural leadership program in 2017. The lead EAL/D teacher worked intensively to build the capacity of classroom teachers to integrate refugee students into their classrooms. Sessions with individual teachers were facilitated where the lead teacher mentored class teachers in making adjustments in their teaching programs for non-English speaking students. The lead teacher worked alongside teachers to demonstrate best practice in classrooms and also demonstrated teaching strategies in intensive English language sessions. This initiative proved to be an outstanding program for teacher professional development.

Resources are available for staff to incorporate multicultural aspects in all areas of the curriculum. The EAL/D teachers work collaboratively with class teachers to ensure that multicultural perspectives are sensitive to the cultural needs of non-English speaking background students.

The Beginning School Well Program, which supports refugee and newly arrived families, enjoyed its third year of implementation. Supported playgroup sessions on Fridays provided play-based experiences for pre-school aged children and their parents in a relaxed and welcoming environment. The children and their parents who participated in the program received support from a trained coordinator and a mentor who spoke the family's home language and understood the complex needs of refugee families.

The school has two teachers trained as Anti-Racism Contact Officers(ARCO) whose role is to promote anti-racism in the school in accordance with the DoE anti-racism policy. The ARCOs also deal with issues and complaints of a racist nature, with reported

racism in 2017 being minimal.

Other school programs

Creative and Performing Arts

Student participation in the arts is strongly encouraged at Turvey Park Public School. Apart from programmed activities in creative and performing arts in classrooms, there have been many opportunities for the students to showcase their talents in public forums. These included:

- 3/4 Gold students taking out first place in the verse speaking section at the Wagga Eisteddfod;
- student representation in the Central Riverina Schools Choir;
- student performances in the biennial Choral and Dance Spectacular (CHORDS) for Wagga Wagga Public Schools at the Wagga Civic Theatre;
- Year 3 student Jazmin Castle performing a solo at the CHORDS event and performed with the Kapooka Army band at the Australia Day celebrations;
- Year 6 students Ivy Simpson, Emily Livio and Isabella McGinn performed at Schools Spectacular with the Sturt Public School Choir;
- identified artistically talented students engaging in visual arts workshops at school;
- school choral and dance performances in Education Week at the Wagga Marketplace and at the school presentation evening;
- Kindergarten Christmas Concert; and
- students performing in a support choir at the Carols by Candlelight event at the Wagga Botanic Gardens.

Ukulele Band

The ukulele band was launched in 2017 with 50 enthusiastic young players from Year 2 to Year 6. The band performed at school assemblies, the Wagga Marketplace for Education Week and the school's presentation night. The ukulele band has been a successful venture offering students another performing arts experience. The band will continue to run for years to come.

Sport

Individual highlights of this sporting year were the selection of nine of our students in Riverina PSSA representative teams. Lachlan Curran represented in basketball, Laila Cook in diving and water polo, Campbell Mattingly and Billy Maher in rugby league and touch, Elvein Ibrahim and Ezekiel Salmon in athletics and Callum Byrnes and Jayde Watt in softball. Meritorious achievement went to Taneika Brown who competed at the NSW PSSA Athletics Championships and then qualified to compete in high jump at the Australian Schools Championships.

Other achievements were:

- all Year 3 to 6 students participated in the annual swimming, athletics and cross country carnivals, with K – 2 students participating in the athletics carnival;
- 31 students selected in Wagga Wagga and District PSSA representative teams;
- Stage 3 students participated in seven state knockout competitions including boys soccer, boys and girls touch, cricket, rugby league, softball and netball;
- Stage 2 students participated in a gala tabloid day, the Jock Currie Shield T-Ball competition, netball gala day and the Trent Barrett Rugby League and League-Tag Carnival;
- and Stage 3 students participated in the Mortimer Shield Rugby League and League-Tag Carnival, netball gala day and Paul Kelly Cup AFL competition.

Environmental Talented Student Program

Twenty eight students in groups of four from Years 5 and 6 travelled to the Riverina Environmental Education Centre to participate in a fieldwork based program that studied such things as water invertebrates, fossils and native plants in dry environments. The practical learning activities were highly stimulating and enriched the students' knowledge and understandings of our natural world.