



Turner School Strategic Plan 2017-2021 North Canberra / Gungahlin Network

Endorsement by School Principal

Name: Jo Padgham

Signed

Jo Padgham

Date:

20 March 2017

Endorsement by School Board Chair

Name: Robert Edwards

Signed

Robert Edwards

Date:

20 March 2017

Endorsement by School Network Leader

Name: Judith Hamilton

Signed

Judith Hamilton

Date:

27 March

School Profile

Turner School has a clear vision to be an inclusive school valuing differences, celebrating learning and achieving together.

In August 2016 when the school was evaluated, the External Review panel commended Turner School for the following:

1. Building a strongly inclusive and an embedded culture that promotes learning and behaviours that are reflective of its clearly articulated beliefs, vision and values.
2. The success of a truly inclusive learning model where mainstream and special education classes work side by side.
3. Collaboratively creating a vision based on the Melbourne Declaration of Educational Goals for Young Australians 2008 of high expectation and excellence.
4. The manner in which it has sustained continuous improvement over the four years of the School Strategic Plan and the unrelenting focus on the School Improvement Agenda, its priorities, targets and the measurement of success by using data and research, and embedding reflective practices across the whole school.
5. The ways in which the school has developed a teaching staff, inclusive of learning support assistants, to have demonstrated expertise and pedagogical knowledge across all levels.
6. The instructional, distributive leadership models along with the creation of layers of accountability and support have impacted on successfully achieving priorities and explicit targets in the school improvement plans.
7. The extent to which Turner School has embedded student voice through increased opportunities that the school has created to enable students to have choice and voice in what they are learning have empowered students to take ownership of their learning and become active and informed citizens.

The External Review process found Turner School to be at the Outstanding level using the National School Improvement Tool in 8 of the 9 domains and High in the Community Partnerships 9th domain. Thus it is imperative the school continues its proven school improvement approach and practices in this new Strategic Plan to maintain the identified strengths across the school and continue to be a lighthouse self-improving school. Recommendations can be synthesised into the following:

- Continue the school's strong focus on improvements to learning environments to maximise student learning, especially the provision and use of technology by teachers to embed contemporary learning and teaching pedagogies; enabling students to access, create and communicate information and ideas, think critically, solve problems and work collaboratively in all learning areas, and in their lives beyond school and in so doing develop ways to evaluate and track student learning that are authentic to the context of Turner School.
- Extend teacher knowledge of curriculum with a focus on strengthening personalised learning outcomes and aligned assessment and feedback for all students
- Continue to facilitate and grow the Turner professional learning model, sharpening the existing school-wide self-reflective culture to improve consistency of practices within and across each year level.
- Seek ways to become more strategic in forming partnerships with families and the wider community, utilising these partnerships to better engage families with the school in the context of their child's learning and further refine parent communication strategies seeking feedback from parents about how they are engaging with the school community.

The External Review panel agreed with the school's focus for the next Strategic Plan and the staff, student, Board and community consultation process in October, November and December 2016 resulted in two focussed priorities being articulated.

Strategic Priority 1 - Maximize the growth in learning for every student

Student outcomes to be achieved: Every student is making substantial growth in their learning each year

Targets:

By the end of 2021 the school will achieve an:

- increase in the percentage of mainstream K-3 students achieving at or above the ACT ED Benchmark Reading range from end 2016 data by 2 percentage points
- increase in the percentage of mainstream students achieving the expected achievement level or above on the Turner School Place Value assessment from end 2016 data by 2 percentage points for each year level K-6
- increase in the percentage of students who demonstrate growth over a school year using the ABLES English: Reading and Writing assessment tool (2016 78% demonstrated growth)
- increase in the percentage of students achieving at or above the expected growth in PIPS reading and number by 2 percentage points from the 2016 figures of Reading 81% and Number 92%
- increase in the percentage of students in year 5 making equal to or greater than expected growth in NAPLAN reading, writing and numeracy by 5 percentage points from the 2016 growth data
- increase in the percentage of mainstream students achieving in the top two bands for year 3 NAPLAN reading, writing, numeracy by 3 percentage points from 2016 NAPLAN data
- increase in the percentage of mainstream students achieving in the top two bands for year 5 NAPLAN reading, writing, numeracy by 3 percentage points from 2016 NAPLAN data
- increase in parent agreement to 85% of the System Satisfaction Survey question “This school works with me to support my child’s learning” from 2016 parent figures of 81%
- increase in student agreement to 90% in the System Satisfaction Survey question “Teachers at the school provide students with useful feedback about their schoolwork” from 2016 student figures of 87%.

National Quality Standard Area covered by this priority

- QA1 Education Program and Practice
- QA6 Collaborative Partnerships with Families and Communities

Key Improvement Strategies	Timelines and milestones	Lead roles / Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Extend teacher knowledge of curriculum (EYLF, Victorian Curriculum A-D, and Australian Curriculum) aligning pedagogy and practice	*Curriculum PL scheduled each semester	Executive team Coaches	Staffing allocation for coaching, induction, mentoring and PLCs	Performance Development Plans and conversations with mentors indicate Turner teachers are confident and knowledgeable implementing the Australian Curriculum
Continue to strengthen the effectiveness and consistency of teaching practice to meet student need	*Beliefs and Practices document reviewed twice annually	Executive team Coaches	Staffing allocation for coaching, induction, mentoring and PLCs	Teacher capacity building and checking mechanisms indicate a reduction in variance in teaching
Strengthen the alignment of assessment and feedback for all students	*End of 2017- Turner Beliefs and Practices will include statements on student feedback (with a student friendly version) and a targeting student learning to maximise growth statement *End 2017-all pre Foundation children on ILPs tracked against ABLES *End 2018-2021- growth of every child tracked in reading, writing, numeracy	Executive team coaches	Staffing allocation for coaching, induction, mentoring and PLCs	*Turner Assessment and Monitoring schedule and associated tools ensures every child's growth in reading, writing, numeracy is tracked. * Learning Walk feedback indicates student feedback is aligned to assessment

Key Improvement Strategies	Timelines and milestones	Lead roles / Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
<p>Continue the implementation of the Turner professional learning model</p>	<ul style="list-style-type: none"> *Action Learning Sets and focus established by mid T 1 each year *PLCs operate each year *Coaching cycles in place each year 	<p>DP Executive team</p>	<ul style="list-style-type: none"> *The PLC model will be implemented to allocate time for PLCs to meet regularly and for Action Learning inquiries including time to meet with executive mentor *Timetabling will include additional teacher release time to enable collaboration and teacher to teacher observation and coaching time 	<ul style="list-style-type: none"> *Satisfaction data shows high levels of staff satisfaction for professional learning, support and feedback
<p>Strengthen strategic partnerships with families and the wider community to engage in children’s learning and development</p>	<ul style="list-style-type: none"> *2017- Engage with community groups (Gungahlin Family and Community Centre) using 2015 AEDC data to implement strategies to minimise vulnerability of children entering school *Engage with community partners for annual festival *End 2017- Suite of video resources for parents will be on school website *End 2017- Relationship with Pegasus will be documented *2020- Engage with the 2019 AEDC data 	<p>Principal DP Executive team EALD teacher</p>	<ul style="list-style-type: none"> *Time allocation for coaches to develop parent website resources including videos *Time for coaches and executive team allocated to run workshops, forums and Coffee Chats 	<ul style="list-style-type: none"> *Tracking of parental involvement in school activities indicates high levels of involvement *Satisfaction data shows high levels of parental satisfaction *Documentation indicates formalised agreements with community groups

Strategic Priority 2 – Equip students with the capabilities and dispositions to learn and live successfully in the 21st Century.

Student outcomes to be achieved: Students are confident and creative learners, equipped for a rapidly changing world.

Targets:

- By the end of 2021 the school will achieve:
 - the establishment of a set of reliable measures to track student growth in a range of learning dispositions (for example we may track growth in a student's ability to coordinate these learning dispositions). Once established, these tools will be used to track growth for the rest of the Strategic Plan
 - an increase in agreement in the System Survey question "The use of learning technologies is an integral part of learning and teaching" from 2016 figures
 - students (2016-93%) by 1 percentage point
 - staff (2016-61%) by 5 percentage points
 - parents (2016- 67%) by 5 percentage points
 - an increase in agreement in the new school question in the System Survey "Students at Turner School are being equipped with the capabilities and dispositions to learn and live successfully in the 21st Century." (This question will be added in 2017 to form the baseline %)

National Quality Standard Area covered by this priority

- QA1 Education Program and Practice
- QA3 Physical Environment

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Embed contemporary learning and teaching pedagogies	<ul style="list-style-type: none"> *2017- Digital Literacy coach role in place * Participation in the cluster Digital and Data literacies research project 	<ul style="list-style-type: none"> *Principal *ICT Coordinator *Digital Literacy Coach *All coaches *Teacher Librarian 	<ul style="list-style-type: none"> *Staffing allocation for coaching *Purchasing of new devices * Professional Learning budgets 	<ul style="list-style-type: none"> * Checking mechanisms indicate that GAFE is implemented across all year levels and inquiry learning is implemented across multiple curriculum areas in classrooms
Continue to improve learning environments	<ul style="list-style-type: none"> *End 2017- all 1/2 classroom furniture replaced *End 2018- Maker Space developed in Library/Resource Centre *End 2018- preschool covered verandah space upgrade to contemporary play space completed * End 2020- painting of all internal areas completed *End 2021- Upgrade of Kindergarten wing 	<ul style="list-style-type: none"> *Principal *All coaches *Team leaders 	<ul style="list-style-type: none"> * Budgets for purchase of new furniture *Budget from Data and Digital Literacies research project grant * Partnership with P&C for projects * Partnership with Capital Works for projects 	<ul style="list-style-type: none"> * Flexible learning spaces are evident in every classroom *Annual program of upgrades is implemented
Develop effective monitoring and evaluation of learning dispositions and skills	<ul style="list-style-type: none"> * End 2017- tool to track learning dispositions will be selected 2018-2021- longitudinal data tracking of learning dispositions collected 	<ul style="list-style-type: none"> *Principal *Executive team *HASS team 	<ul style="list-style-type: none"> Staffing allocation for Data and Digital Literacies research project Professional Learning budget from research grant 	<ul style="list-style-type: none"> *Tracking of student learning dispositions and skills is implemented

