



Support | Cooperation | Acceptance | Respect | Friendliness | Fun
Valuing differences Celebrating learning Achieving together

Turner School

Annual School Board Report 2019



Image showing Turner School SCARFF Motto and identifiable places on the school grounds

This page is intentionally left blank.

This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

Accessibility

The ACT Government is committed to making its information services, events and venues accessible to as many people as possible.

If you have difficulty reading a standard document and would like to receive this publication in an alternate format, such as large print and audio, please telephone (02) 6247 4580.

If English is not your first language and you require the translating and interpreting service, please telephone 13 14 50.

If you are deaf or hearing impaired and require the National Relay Service, please telephone 13 36 77.

© Australian Capital Territory, Canberra, 2020

Material in this publication may be reproduced provided due acknowledgement is made.

Contents

Reporting to the community.....	1
Summary of School Board activity	1
School Context	3
Student Information	4
Student enrolment.....	4
Student attendance	4
Supporting attendance and managing non-attendance.....	4
Staff Information.....	5
Teacher qualifications.....	5
Workforce composition	5
School Review and Development	5
School Satisfaction	6
Overall Satisfaction	6
Learning and Assessment	8
Performance in Literacy and Numeracy	8
Early years assessment	8
NAPLAN	8
Financial Summary.....	9
Voluntary Contributions	10
Reserves	10
Endorsement Page.....	11
Members of the School Board	11

Reporting to the community

Schools report to communities in a range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

The curiosity of the Turner Team has been strengthened this year through the perspectives of Aboriginal and Torres Strait Islander cultures and Turner School has explored how story telling is used to pass wisdom person to person, person to place and person to self. The school community is developing understanding that beliefs and concepts of Aboriginal creation and history has been passed from generation to generation through cultural practices, traditions, languages, laws and family relationships. Story is shared through oral storytelling, song and dance; and art and craft making.

David Spillman from *Murrimatters* says, *'Our old people teach us that we are a story, nothing more nothing less. When we connect with others, people, animals and Country they become part of our story, and we become part of theirs. The old people say a good story is one of connections, and with every connection comes obligation.'*

The team at Turner had hundreds of stories. Embraced by the wisdom of stories around us, the Turner team has been encouraged to connect with the narrative within and allow it to shape how each person has been present in addressing the improvement agenda this year.

Our strength as a School Board lies in our ability to work together to stay the course and ensure all stakeholders are wedded to our vision. Reflecting on our 2019 space as the 3rd year of our strategic plan our focus has been centred on 3 cultural currents:

1: Each teacher is an inquirer and we build and test our collective expertise: each action aligns with key professional learning, coaching and induction to ensure we all have the research and knowledge base to achieve our priorities. Each action acknowledges that we have the expertise as researchers and the outstanding professional teacher judgement within our own school and within our own self. The School Board allocated a budget to support links to embed rigorous and ongoing relationships with local and national key influencers in learning such as Kath Murdoch, Chris Topfer and Sam Hardwicke. This year we have extended our critical friendships to include Ben Wilson and David Spillman from Murrimatters and University of Canberra to strengthen our cultural integrity journey.

2: We collaborate between and amongst students, teachers and school leaders: in building on the work of the School Board in 2018 around Personalising Learning, we have further refined our implementation and responding to multiple sets of data in our coaching sessions, team meetings, school improvement meets and executive decision making. We were invited to share our expertise around responding to multiple sources of data in sustaining reading improvement at the Education

Directorate's Leadership Symposium and our School Board Chair, Aarthi was part of the video presentation describing the role the board has in responding to data at the school. Our collaboration with and amongst students has been strengthened by using the SOLO Taxonomy framework so that students are supported to determine goals and co-design the criteria and actions for their next step in meeting curriculum outcomes. This has been a strength acknowledged by visiting schools.

3: *Every child matters*: everything we are improving is strengthening our ability to use to social capital around us to personalise learning for every child as our actions are threaded to increase local community (parents and allied health professionals) engagement with learning at Turner. This strengthens our alignment with the Education Directorate's Strategic culture that 'people matter.' The multiple sources of data has deepened our understanding of impact, strengthened our capacity together to identify high impact teaching strategies for all and land closer to the point of stretch/intervention for every child. We have seen an opportunity to improve NAPLAN results for writing and inconsistencies in trends for numeracy- using the Multiple Sources, our Data has meant that we can be strategic in what levels (school, class, student) we need to focus our attention on

In 2019, we have continued to increase our presence locally and nationally as an excellent community of educators who are researchers and learners through being a *voice of practice*. The School Board has prioritised budget and teacher time to support a clear and strategic intention for our staff to present at local and national conferences including maintaining involvement at ALEA (Australian Literacy Educators Association) and differentiation conferences. We have budgeted time for each staff member to be involved in professional learning and action learning within learning communities at the school to ensure we stay current and reflective in our practice. We had 9 staff present at the ALEA National Conference and have also been active in presenting at local ALEA events. Our leadership team have stretched their ability to express our improvement agenda with particular focus on sustaining growth for students over time and embedding cultural currents that highlight professional collaboration. This has been shared as part of the ALEA leadership series of workshops and we presented our journey of PLCs at the Education Directorate's leadership forums and were a Spotlight on Schools presenter at the 2019 ACT Public Schools Leadership Symposium.

Our parent board representatives have worked in partnership with the P&C demonstrating their significant support regarding the school's strategic priorities. This has resulted in financial support of resources to build a contemporary learning environment including resources for our maker space, for creative arts and for our students to be involved in national competitions developing critical thinking such as 'Robots in Space' and 'Tournament of the Minds'. Our School Board is very much aligned to the school vision and has been an active voice in shaping personalised learning and an inclusive learning community is something they are very passionate about. We build alignment as a community conversation by conversation whether that be with and amongst parents, students, staff and stakeholders outside the immediate school community. In 2019 we saw a doubling in the membership of the community Facebook Page, which has become an established means of sharing communication and online engagement with and between parents. From a curriculum and pedagogy point of view, our podcasts and newsletters tie together the last three of four years of growth for the school and have resulted in great conversations with parents about our practice. At our last parent coffee chat our parents expressed that they have a full understanding of how and why we teach through inquiry at Turner and are feeling confident in their conversations with their child about their learning.

We continue to drive improvement under the key strategic priorities identified in the 2017 Strategic Plan. Under both priorities, key opportunities for growth has involved:

- 1: Deepening of curriculum knowledge and pedagogy: A focus on teaching through the general capabilities.
- 2: Using collaborative planning and learning design to help every child grow and be successful through contemporary learning practices.
- 3: Strengthening our ability to interpret multiple sets of data to measure, reflect on and promote positive impact.
- 4: Refine opportunities, communication with allied health professionals, families and our network.

We are filled with great excitement around where we can grow. As a School Board, we have identified that we have a strong and well-established vision for every child in a changing world. We have a clear picture for how we can strengthen implementation of clear improvement and ensure that every teacher has the capacity and ability to know their impact and know what they need to do to support every child's progress. We continue to strengthen how we involve families, allied health and professional experts in our student's learning. We have trust in our approach based on research and this year we are strengthening our presence as professionals through valuing the stories and wisdom of all of us as a highly effective teaching and learning community.

Allison Edmonds (Principal) and Aarthi Ayyar-Biddle (Board Chair)

School Context

Turner School is a an active and vibrant learning community catering for over 550 students from 4 to 12 years of age. It is located close to Canberra's city centre, the Australian National University and the CSIRO. As a school located close to the city centre the population is made up of a diverse demographic and includes a wide range of cultural backgrounds with over 35 nationalities represented. The school opened in 1953 and has a mix of traditional and open classrooms. It is unique in that it provides an inclusive education for both mainstream students and students with a disability in an integrated Mainstream/Specialist School setting. Turner is a values-based school and operates within a framework of support, cooperation, acceptance, respect, friendliness and fun (SCARFF). Turner School promotes the development of creativity, innovation, cultural appreciation and personal values to support children to become confident and creative learners equipped for a rapidly changing world. We are committed to developing all children's educational, social, emotional and physical potential and strive for excellence in both teaching and learning. At Turner there is a shared belief that children's learning is optimised in a safe, caring and happy environment with high expectations for all. Developing an inquiry mindset is a focus and students are given input into decision making and goal setting to support them to become active and informed citizens of our broader community. The curriculum at Turner has a strong emphasis on literacy, numeracy, social and emotional learning, sustainability, science, music and visual and performing arts. The school is well resourced and specialist art, music and Indonesian teachers work alongside class teachers. Learning is differentiated to meet the needs of all students. Our learning program is rich, maximising authentic contexts for learning and enrichment. The school has an annual festival alternating between an art and writing focus and a StEam focus. The school has established strong links with the community and parents are seen as true partners in their children's schooling.

Student Information

Student enrolment

In this reporting period there were a total of 492 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	263
Female	229
Aboriginal and Torres Strait Islander	8
LBOTE*	186

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term 1 to the last day of term 2.

Table: Attendance rates in percentages

Year level	Attendance rate
1	90.0
2	91.0
3	92.0
4	93.0
5	90.0
6	91.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	32.09
Teaching Staff: Full Time Equivalent Temporary	11.40
Non Teaching Staff: Full Time Equivalent	20.51

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2016 A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 88% of parents and carers, 100% of staff, and 90% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion items. These items were approved by the then Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers, students and staff who agreed with each of the national opinion items at this school.

A total of 46 staff responded to the survey. Please note that not all responders answered every question.

Table: Proportion of staff in agreement with each national opinion item

National opinion item	
Teachers give useful feedback.	93
Parents at this school can talk to teachers about their concerns.	98
Staff are well supported at this school.	87
Staff get quality feedback on their performance.	78
Student behaviour is well managed at this school.	80
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	94
Students like being at this school.	100
Students' learning needs are being met at this school.	96
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	98
Teachers at this school treat students fairly.	100
Teachers give useful feedback.	93
This school is well maintained.	89
This school looks for ways to improve.	100
This school takes staff opinions seriously.	89
This school works with parents to support students' learning.	96

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 201 parents responded to the survey. Please note that not all responders answered every question.

Table: Proportion of parents and carers in agreement with each national opinion item

National opinion item	
I can talk to my child's teachers about my concerns.	95
My child feels safe at this school.	94
My child is making good progress at this school.	84
My child likes being at this school.	94
My child's learning needs are being met at this school.	80
Student behaviour is well managed at this school.	78
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	87
Teachers at this school motivate my child to learn.	86
Teachers at this school treat students fairly.	91
This school is well maintained.	87
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	80
This school works with me to support my child's learning.	85

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 206 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in agreement with each national opinion item

National opinion item	
I can talk to my teachers about my concerns.	80
I feel safe at this school.	82
I like being at my school.	87
My school gives me opportunities to do interesting things.	87
My school is well maintained.	81
My school looks for ways to improve.	91
My teachers expect me to do my best.	93
My teachers motivate me to learn.	86
Staff take students' concerns seriously.	83
Student behaviour is well managed at my school.	74
Teachers at my school treat students fairly.	83
Teachers give useful feedback.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in Kindergarten undertake an on-entry and on-exit assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester 1 and 2. Below are the results for this school for the current reporting period.

Table: Turner School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	44	129	38	58
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

Students in years 3, 5, 7 and 9 in all ACT schools participate in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling, grammar and punctuation, and numeracy.

In this reporting period, 3.00 % of year 3 students and 5.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	472	438	537	516
Writing	417	418	486	474
Spelling	408	408	509	497
Grammar & Punctuation	466	440	529	500
Numeracy	426	411	503	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	308994.96	208546.16	517541.12
Voluntary contributions	4635.00	4580.00	9215.00
Contributions & donations	1398.66	26070.00	27468.66
Subject contributions	0.00	0.00	0.00
External income (including community use)	23462.01	8315.81	31777.82
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5331.57	3973.54	9305.11
TOTAL INCOME	343822.20	251485.51	595307.71
EXPENDITURE			
Utilities and general overheads	57620.02	122019.46	179639.48
Cleaning	87155.13	14417.30	101572.43
Security	65.76	605.54	671.30
Maintenance	80912.91	30606.84	111519.75
Administration	31470.12	1930.79	33400.91
Staffing	0.00	0.00	0.00
Communication	5619.08	1602.77	7221.85
Assets	39581.47	18371.18	57952.65
Leases	0.00	0.00	0.00
General office expenditure	8200.73	6199.28	14400.01
Educational	31797.42	52878.64	84676.06
TOTAL EXPENDITURE	342422.64	248631.80	591054.44
OPERATING RESULT	1399.56	2853.71	4253.27
Actual Accumulated Funds	299046.00	258089.82	303089.82
Outstanding commitments (minus)	0.00	0.00	0.00
BALANCE	300445.56	260943.53	307343.09

Voluntary Contributions

The funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for this reporting period.

Voluntary Contributions: \$9,215.00

Reserves

Name and Purpose	Amount	Expected Completion
Staffing Days To offset any staffing debt from the beginning of the year in order to support all student additional needs.	43,000	2020
School Upgrade Saving toward air-conditioning units	10,000	2020

Endorsement Page

Members of the School Board

Parent Representative(s): Aarthi Ayyar-Biddle, Scott Walker, Lucy Mossop.
Community Representative(s): John Talbot
Teacher Representative(s): Leanne Oxley, Erin McMahon, Helen Middleton.
Board Chair: Aarthi Ayyar-Biddle
Principal: Allison Edmonds

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature:  Aarthi Ayyar-Biddle Date: 30 / 06 / 2020

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature:  Allison Edmonds Date: 30/06/2020