



## Impact Report 2020

### The purpose of this document

This document flows directly from our Action Plan for 2020 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Of note, is the transformation that was required to provide online learning options for students this year due to the COVID-19 pandemic. This had some impact on intended actions as seen in this report. Some data sources were unavailable, (ie NAPLAN), due to the limitations of the national education agenda, learning from home and timing of assessments.

### Our school's contribution to whole-of-system Strategic Indicators

#### Education Directorate Strategic Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

**In 2020 our school continued to support this Strategic Indicator through – Priority 2 (see reporting for detail):**

The Education Directorate supported school leaders to access Dr Mary Jean Gallagher who was key in leading the Ontario School equity and quality learning experiences agenda across a whole education system. Gallagher identified drivers which align with our Strategic Priority 2 to increase equity in an education system:

Helping students towards their most richly imagined future.

- Develop students as personally successful people- foster habits of learning and living that help them to be a good human being. Expect them to contribute to communities and be thoughtful, caring and knowledgeable about the world around them.
- Develop students to strive to be economically productive-obtaining skills, habits and dispositions they need for this and contribute to their town, city, state, country.
- Ensure students to be actively engaged, involved citizens-being able to think critically and take informed action and choosing to step into the problems to be solved.

Actions supporting the above key equity actions in 2020 include:

#### Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

**In 2020 our school supported this Strategic Indicator through – Priority 1 (see reporting for detail):**

Our school improvement strength to ensure high quality teaching in our schools lies in Turner staff collective responsibility to stay the course and ensure all stakeholders are wedded to the school vision. In the fourth year of the Strategic Plan the focus has been on embedding implementation and is centred on three elements:

1. *Each teacher is an inquirer and we build and test our collective expertise:* Turner School recognizes teachers as key influencers on student achievement. All staff are involved in participating or leading carefully designed and targeted professional learning, coaching and induction to ensure all staff have the research and knowledge

base to achieve improvement priorities. All teacher learning builds teachers as professionals who have expertise as researchers, executing sound judgement on student learning. Teacher expertise is strengthened by widening the circle of expertise to include experts in the national and international educational community.

2. *Every child matters: Increasing Consistency of Quality Learning in every classroom so that learning growth is maximized for every child is central to teacher actions.* Turner is refining implementation of effective practice and responding to multiple sources of data. Staff are learning more about curriculum and pedagogy through their own cycles of inquiry and inspiring opportunities for learning. Accessing multiple sources of data deepened understanding of impact and strengthened collective capacity to identify high impact teaching strategies for all to land closer to the point of stretch/intervention for every child.
3. *Turner staff collaborate between and amongst teachers, students, school leaders and community:* Collective and growing expertise at Turner strengthens the school's ability to use the expertise in teams to personalise learning for every child and actions align strongly with the Education Directorate's Strategic culture that 'people matter.' Student feedback is highly valued as a source of improvement data for the school next steps in the improvement agenda.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

**In 2020 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):**

- Turner's active School Improvement Team in 2020 expanded to provide leadership opportunities for teachers related to whole school improvement and embedded a culture of action learning in processes for designing and achieving actions in the plan. The role of the School Improvement Team was further strengthened across the school through embedding the 'Multiple Sources of Data' document to support the leading of data discussions in year group teams, case management meetings, school improvement forums and at staff meetings. The School Improvement Committee consisted of the 7 executive team members, the 2 staff Board representatives and 10 other teachers, from across teaching teams, who volunteered to be on the committee making it a group of 19 for 2020.
- School improvement and high student achievement is seen as a normal part of the school's ongoing learning and work. The meeting schedule for each term in 2020 saw two School Improvement Committee meetings and at least two staff meetings scheduled to discuss and respond to the Annual Action Plan. Curriculum committees and teaching teams also met across each term with a focus on implementing actions from the AAP. At every Board and P&C meeting the principal presented a written and verbal report that included a standing item on school improvement where current achievement against the actions were discussed. Each term newsletters had a featured column on school improvement, providing families the details of the actions within each of the two priorities and the impact of our work.
- The data drawn upon for this report includes data generated and discussed through Turner's Multiple Sources of Data reflections involving analysis of Student Learning Data, School Processes Data, Demographic Data and Perception Data. Student learning data included assessments such as BASE, reading benchmarks, writing maps, work samples and team-based analysis of student assessments of their growth in using learning dispositions. School processes data included analysis of processes such as coaching reflections, achievement of individual student learning goals, staff expertise surveys and audits, learning walks, parent and community engagement numbers and teacher Action Learning Sets. Demographic data centred on discussing results from Nationally Consistent Collection of Data (knowing the individual adaptations and supports needed for students with learning differences, disabilities or complex needs), early childhood vulnerability data (AECD) and English as Another Language or Dialect student numbers. Perception data was gathered through opportunities such as School Satisfaction Surveys, student forums, Action Learning Walk reflections and collation of common feedback in parent/teacher/leadership meetings, phone calls or emails.

## Reporting against our priorities

### Priority 1: Maximise the growth in learning for every student

#### Targets

- 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 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%

#### Progress

The following tables indicate the 2020 percentage for each target against the 2016 baseline.

Percentage of mainstream K-3 students <b>achieving at or above</b> the ACT ED Benchmark Reading range							Target Achievement
Year level	2016	2017	2018	2019	2020	2021	
K	77%	75.5%	83%	87%	60%		In progress
1	82%	74%	80%	77%	75%		In progress
2	90%	84%	92%	83%	82%		In progress

3	93%	91%	93%	86%	88%		In progress
---	-----	-----	-----	-----	-----	--	-------------

Percentage of mainstream students <b>achieving the expected achievement level or above</b> on the Turner School Place Value assessment							Target Achievement
Year level	2016	2017	2018	2019	2020	2021	
K	92%	75%	74%	98.5%	78%		In progress
1	92%	83%	81%	71%	98%		Exceeded
2	89%	87%	78%	81%	73%		In progress
3	89%	86%	90%	86%	88%		Achieved
4	81%	89%	90%	85%	94%		Exceeded
5	93%	82%	79%	74%	70%		In progress
6	90%	78%	88%	78%	83%		Exceeded

- In 2020, Turner School introduced the Numeracy Progressions to the staff. These were aligned these with the SENA 1-4 assessments to support teachers to plot their students / class spread on the Numeracy progressions. This supported teachers to understand their student needs with wider depth across content areas beyond place value and is not reflected in the above data.

Percentage of students who <b>demonstrate growth over a school year</b> using the ABLES English: Reading and Writing assessment tool							Target Achievement
K-6	2016	2017	2018	2019	2020	2021	
%	78%	95%	79%	95%	92%		Achieved

- Teacher discussions around ABLES data raised wonderings about learning intentions changing every year, making data difficult to track.

Percentage of students <b>achieving at or above</b> the expected growth in PIPS reading and number							Target Achievement
	2016	2017	2018	2019	2020	2021	
Reading	81%	83%	85%	90%	N/A*		

Number	92%	84%	87%	98%	N/A*		Maintained
--------	-----	-----	-----	-----	------	--	------------

*\*Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.*

Percentage of students in year 5 making <b>equal to or greater than</b> expected growth in NAPLAN reading, writing and numeracy							Target Achievement
Yr 5	2016	2017	2018	2019	2020	2021	
Reading	61.9%	76.7%	78.7%	67%	N/A		In progress
Writing	n/a	64.3%	64.5%	67%	N/A		Maintained
Numeracy	54.4%	64.3%	41%	48%	N/A		In progress

Percentage of mainstream students <b>achieving in the top two bands</b> for year 3 NAPLAN reading, writing, numeracy							Target Achievement
Yr 3	2016	2017	2018	2019	2020	2021	
Reading	72%	67.7%	82%	72%	N/A		In progress
Writing	52.6%	56.3%	53.4%	48%	N/A		In progress
Numeracy	59.7%	50.8%	50.8%	55%	N/A		In progress

Percentage of mainstream students <b>achieving in the top two bands</b> for year 5 NAPLAN reading, writing, numeracy							Target Achievement
Year 5	2016	2017	2018	2019	2020	2021	
Reading	58.8%	77.2%	67.6%	57%	N/A		In progress
Writing	23.5%	27.3%	17.8%	19%	N/A		In progress
Numeracy	40.8%	50.9%	34.2%	28%	N/A		In progress

- In place of NAPLAN data from a whole school level, the following data, while not exact in comparison, has been considered as part of this data set:

Percentage of students in year 5 meeting A and B grades in teacher moderated overall assessment for:			Target Achievement
Year Group	English – reading and writing combined	Mathematics	
Year 3	51 %	62%	In progress (E) Achieved (M)
Year 5	52%	64%	Achieved (E) Achieved (M)

System Satisfaction Survey question	
-------------------------------------	--

"This school works with me to support my child's learning"							Target Achievement
	2016	2017	2018	2019	2020	2021	
Percentage of parent agreement	81%	87.5%	87%	85%	77%		In progress

System Satisfaction Survey question "Teachers at the school provide students with useful feedback about their schoolwork"							Target Achievement
	2016	2017	2018	2019	2020	2021	
Percentage of student agreement	87%	83.49%	73%	79%	84%		In progress

### What this evidence tells us

- We have sustained (within 5%) or exceeded growth in reading benchmarks (PMs) and year 5 growth for English and Maths.
- We do not have NAPLAN assessments for 2020 and have used moderated A-E grades and Multiple Sources of Data to address our next steps to support overall improvement.

### Our Achievements for this priority

#### Increase the use of literacy and numeracy progressions in planning.

- Teacher capability in this area has been further built this year using the School Improvement Curriculum Professional Learning Community (PLC) inquiry. This team developed and implemented a framework for planning, assessment and moderation of learning using a consistent, school-wide approach to planning and documenting teaching and learning using 3-tiered approach (whole school / team / class & individual student planning).
- Numeracy progressions were introduced to the staff in term 1, with subsequent professional learning opportunities across whole staff meetings, team meetings, coaching cycles and PLCs to build teacher capacity to plot their students & class spread as formative assessment. The SENA 1-4 assessments, aligned with the Numeracy Progressions, were introduced to support teachers to build their capacity and reduce variance when capturing student understanding and planning for next steps in teaching and learning.
- Literacy progression mapping was introduced in the 5/6 team to support teachers to capture understanding, target teaching and learning and track student growth in learning for students with reading levels above 30+. A data wall to complement the capture of this learning was also established and provided prompts for regular disciplined dialogue conversations with teachers.
- All teams ensured consistent implementation of planning using Achievement Standards mapping and content descriptors (expressed as student-friendly 'I can...' statements) scoped across the year. Teams used planning days across each term to collaboratively plan for teaching & learning using the Literacy & Numeracy progressions.
- Expert coaches for teachers across the year continued to be recognised as a high impact strategy to sustain and increase consistency of learning opportunities across every class. Turner had two new expert coaches added to the team and the coaching team took multiple opportunities across the year to reflect and improve on their own practice as a leader of practice in the school. Coaches also lead whole-school audits in Literacy & Numeracy, leading teams through disciplined dialogue and successfully reducing variance within and across teams. The coaching team developed a plan and coaching/mentoring documents to support the ongoing induction and capacity-building for coaches to further refine in 2021.

- Teachers engaged in Professional Learning offered by Misty Adoniou and Christine Topfer (further refining and synthesising whole-school approaches to spelling and word study), as well as Dr Harry Kanasa (supporting renewed knowledge and implementation of inquiry approach in Maths as well as consistency for Problem Solving with teachers co-constructing the 'Problem Solving Toolkit'). This led to a renewal of the Turner School Defining Beliefs, Aligning Practice @ Turner School.
- Reports aligned the Australian Curriculum Standards with the general capabilities and content descriptors aligned with a practice of inquiry, questioning and conferring on individual learning goals.
- Induction process for new staff ensured that early career teachers and new teachers to Turner School were supported in aligning with established Turner practices.
- Writing progression assessment was embedded, providing evidence of literacy achievement against the Literacy Progressions. Students in the 5/6 cohort reflected on their achievement using student-friendly versions presented within the 'I can...' framework
- Moderation documents were further refined, aligned with updated Achievement Standard mapping, and used as formative and summative assessment measures to support teacher discussion and consistency of judgement for formal reporting.
- Collaborative development of Aligning Curriculum and pedagogy documents (Writing, Spelling and Mental Computation) to be introduced and implemented in 2021.

### Explore the use of General Capabilities- Intercultural Understanding in planning

- Turner School Executive and lead teachers have maintained critical friendship with David Spillman and Ben Wilson. Through the School Improvement action learning 'Cultural Integrity' group, discussions with critical friends were integral to discussing Turner's cultural journey. The 'Cultural Integrity' teacher toolkit was created, with a number of opportunities for feedback and revisions from Turner staff and critical friends, with Ben Wilson describing it as "very compelling". This toolkit was officially shared with the staff towards the end of the year and will form the basis of a key professional learning focus across 2021. This will be supported by the introduction of four school-wide inquiry questions – *'Who am I?', 'Who am I in my relationships?', 'Who am I with Country?'* and *'How are we together?'*
- A large number of staff members attended the '8-Ways' professional learning opportunity, impacting the implementation in each team and aligning formats of curriculum inquiry planning linking to cross-curricula priorities. The engagement of a Cultural Integrity Support officer for our school, shared across our cluster school network, has further engaged students and staff in this area.
- STEAM (Science, Technology, Engineering, Arts & Maths) Festival (theme 'Our Obligation through Collaboration') in August showcased the school's ever growing knowledge of Intercultural Understandings (Australian Curriculum) through opportunities that engaged students, parents and staff with a connection to Country and a study of cultural and countries from all over the world through the lens of a cultural marker, 'with every connection comes obligation'.
- Students across kindergarten and 3/4 worked collaboratively to design the school's new Cultural Integrity Garden, with the P&C supporting through a successful grant application where Nathan Richards (Turner P&C President) stated "Cultural learning, inclusivity, and engagement are the key elements to the Turner School community".

### Embed teachers' capacity to notice student learning and respond using high impact strategies around feedback and conferring.

- Teachers using the SOLO (Structure of Observable Learning Outcomes -Claxton) as a formative assessment tool and to support students to set individual learning goals, track their growth & achievement.
- Through Professional Learning Communities (PLCs), coaching cycles and team planning sessions, the use of the 'Personalising Learning', 'Student Feedback' and 'Conferring' toolkits were embedded. New Turner staff



were supported to build their understanding in these areas through induction processes, mentoring relationships and coaching cycles.

- Teaching teams engaged in professional learning during planning days in the area of conferring, targeting teacher capacity in this area to support the increase in conferencing time in classes through the implementation of 'Self-Directed Learning' in the senior area of the school.
- Students provided feedback to teachers around conferring practices (end of term 3) and participated in a number of student forums across the year. The information from the student forum in term 4 informed teachers understanding and refinement of inquiry learning (through both project-based and self-directed learning).
- Turner's 'Pedagogical Framework' was developed. This document synthesises the high-impact teaching strategies proven successful in Turner School's context and implemented over our school journey since 2013. Executive staff will use the Pedagogical Framework in 2021 to build capacity and reduce variance, utilising the teacher reflection page using the SOLO Taxonomy framework to inform coaching, action learning teacher inquiries and teacher PDP goals. This will be supported by the development of the Turner 'Teacher Portal' site in 2021, with staff providing feedback on the site construction choices to support teaching and learning.
- Staff engaged in professional learning in Inquiry approaches with Kath Murdoch in the area of 'The Art of Questioning' (ongoing critical friend partnership). Throughout the year, executive staff engaged in multiple feedback sessions with Kath Murdoch and established next step areas for development across teams and whole school priorities such as increasing student agency to co-construct learning using and reflecting through the 'I can...' statements.
- Turner has sustained the high level of agreement (in excess of 85% agreement) from students, staff and parents that 'child's needs are being met at this school', 'I'm getting a good education at this school' in the School Satisfaction Survey.

#### **Strengthen teacher's capacity to implement Multiple Sources of Data to measure incremental growth.**

- Through professional learning in 2019, all members of the school leadership team have a strong understanding of Helen Timperley's approach of Multiple Sources of Data and have embedded it's use in 2020 to form a shared understanding of this in Turner's context.
- Leadership was established for executive teachers, coaches and teachers across all teams to lead the collection and interrogation of Multiple Sources of Data each term in a formal way to measure and articulate impact, as well as engaging with the school's executive to discuss and plan next steps.
- New staff induction through coaching, Professional Learning Communities (PLCs) and teams to understand the beliefs and practices around multiple sources of data approach.
- Consistent formats created and implemented for SLCs to collate multiple sources of data across each team, supporting data conversations in teams and informing student support needs.
- Assessment & Monitoring Schedule updated to include a variety of data, with coaches using student and class data sets to target individual and team focus professional learning areas.
- Team planning days and School Improvement PLC groups embedded the use of multiple sources of data in planning and assessment cycles, including data gathered from monitoring tiered support related to student support.
- Implementation of the literacy progressions visual data wall to assess, target and monitor student learning for students reading above 30+, placing 'faces on the data' (Sharratt, 2012).
- The Multiple Sources of Data has deepened understanding of impact, strengthened capacity to identify high impact teaching strategies for all and more effectively target each student at their point of need. Multiple Sources of Data around Writing and Numeracy, with NAPLAN data, highlight an opportunity to build student growth in these areas.

#### **Embed Case management processes in and outside the school.**



- Personalised learning guidelines embedded across teachers and teams to support personalised student needs (referred to across the year in team meetings, staff meetings, coaching, data discussions and on an individual case by case basis).
- Case management and student support process knowledge of teachers evidenced through individual conversations and data analysis of student growth in learning when discussed at Student Support meetings.
- Case management alignment with National Consistent Collection of Data embedded, streamlining teacher understanding of how student needs are being met. Case management documentation to be simplified in 2021 and exploration of how to effectively and consistently track interventions for students across multiple years as well as incorporating this into current handover processes to support the start of the new year.
- In response to the COVID-19 pandemic and remote learning response, the development and implementation of Turner's 'Online Learning Case Management' plan to ensure all student needs (existing and emerging due to new circumstances) were identified and targeted. 154 students were individually case-managed. In addition to this, the building of LSA capacity through professional learning and shoulder-to-shoulder coaching to implement the 'Reading Project' to support engagement and connection for students with additional needs.
- Continued increase in student referrals for support evident from multiple points- classroom teacher, coach, team meeting discussion, student data discussions and PLCs.
- Team leaders engaging teachers, PLCs and teams in discussions around student needs, every 5 weeks, to update student support tiered tracking document overview of cohort needs. Tiered tracking forming the basis of team conversations around collective student support opportunities and structures.
- Weekly student support meetings and update email to team leaders effectively closing feedback loop around student needs and arising actions to support.
- School Board Meetings, Newsletters and P&C Principal Reports continue to be a way for Turner to build the conversation around case management and inclusive practices when it comes to personalising for student need.

#### **Promote and communicate Turner's approach to learning through substantive conversations.**

- Coaching team engaged in targeted professional learning and practice of leading teachers through cycles of learning, through substantive conversations using GROWTH coaching questioning approach.
- All teachers provided with the Personalising Learning documentation and supported through PDP goals, PLCs, teams and staff professional learning to embed substantive conversations in classroom practice to target and support student growth in learning. Ongoing engagement for all staff through 'Welcome to Week' highlights on learning. New staff provided with additional opportunities to build this knowledge through induction processes and mentoring relationships. Ongoing support and professional learning to build the knowledge and capacity of mentors will be a focus.
- Sustaining and embedding communication around personalising learning approach with all stakeholders through newsletters, board reports, P&C reports, student forums, Contemporary Literacies Project, Future Schools Alliance and external learning critical friend partnerships (Pegasus, University of Canberra and Australian National University)
- The development of the 'Learning From Home' Hub (in response to rapidly emerging needs to build electronic communication avenues with the community due to the COVID-19 pandemic and remote learning response). Engaging Kath Murdoch to create tailored videos for the community unpacking Inquiry learning approaches and supports as well as creating resources and supports for learning from home for families.
- Increased communication needs between home and school in response to remote learning. Teachers, LSAs and School Leaders communicating with families through regular email updates, phone conversations and Google Meet conferences to support student and family needs.
- Trial and development of 5/6 self-directed learning time in response to student feedback on return from learning from home.
- Increase in student ability to articulate their own learning, thinking and growth as evidenced through the term 4 student forums and SRC feedback sessions. Increase in student reflections and sharing in newsletters and

SRC group initiating a change in the student leadership structure towards a 'Children's Parliament' style for 2021 with the aim of increasing student leadership opportunities in areas of student passion and expertise

## Challenges we will address in our next Action Plan

Next steps for meeting Priority 1 in 2021:

- **School Based Curriculum Framework:** Embed and induct (new staff) implementation of the 2020 whole school curriculum planning three tier framework, including the Literacy and Numeracy progressions.
- **Intercultural Understanding:** Align staff, student and community learning related to Intercultural through the development of the Turner Cultural Integrity intent and use of the P&C partnership garden.
- **Thinking Tools:** Embed Engoori practices as part of thinking tools in school improvement meetings and forums.

Priority 2: Equip students with the capabilities and dispositions to learn and live successfully in the 21<sup>st</sup> Century

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 21<sup>st</sup> Century.” (This question added in 2017 to form the baseline percentage)

Progress

The following tables indicate the 2020 percentage for each target against the 2016 baseline.

System Satisfaction Survey question							Target Achievement
	2016	2017	2018	2019	2020	2021	
“The use of learning technologies is an integral part of learning and teaching”							
Students	93%	99.09%	86%	88%	90%		Achieved
Staff	61%	81.13%	86%	89%	77%		In progress
Parents	67%	77.91%	87%	74%	72%		Maintained

System Satisfaction Survey question – Turner question:						Target Achievement
	2017	2018	2019	2020	2021	
“Students at Turner School are being equipped with the capabilities and dispositions to learn and live successfully in the 21st Century.”						
Students	88%	80%	88%	88%		In progress

Staff	98%	98%	96%	89%		In progress
Parents	93%	86%	89%	82%		In progress

### What this evidence tells us

- School satisfaction survey results for agreement percentages have been sustained (within 10%) in 2020 in all areas except staff perception that digital technologies are an integral part of teaching and learning at Turner School however, these results still exceed 2017 Strategic Plan targets.

### Our achievements for this priority

#### Key Improvement Strategies and Key Performance Indicators from School Plan

##### Embed practice of students and teachers as collaborators for student learning.

- Ongoing critical friend relationships are highly valued with staff, with regular professional learning opportunities for teams and the whole staff with Kath Murdoch and Dr Harry Kanasa, as well as capacity-building for lead teachers and school leaders through the Contemporary Literacies Collaborative
- All K-6 classes embedded the use of the 'I can...' statements in the context of inquiry learning, supporting student engagement in curriculum understanding. This is evidenced by the student's ability to consistently articulate their learning and reference the learning intention and success criteria links in each workshop
- Teaching teams co-constructed collaboration rubrics on planning days, later implementing this in their classes with students to build understanding and reflect on learning
- The STEAM Festival's whole school focus on building collaboration, in response to student and teacher noticings around reduced opportunities to experience and grow in this area due to remote learning. The Festival had a focus on the United Nations International Year of Plant Health with a sustainability focus that engaged many parents and community members with learning partnerships across the school to share this expertise through incursions and video calls.
- School Improvement Professional Learning Community (PLC) groups seeking student support to collaborate in each focus area through targeted forums.

##### Continue to build staff expertise in teaching using Contemporary Pedagogies.

- Lead teachers and school leaders actively engaged in Contemporary Literacies Collective, with a focus on building connections within a group of 6 schools in a research team (in conjunction with Sydney and Griffith Universities) to build contemporary teaching and learning approaches. The project is an inquiry into how the capacity of all educators can be built to teach the general capabilities under the Australian Curriculum. At Turner, this is aligned with inquiry Learner Assets & Dispositions.
- School Improvement PLC established with a focus on Contemporary Teaching & Learning. Lead teachers leading the development of the Learner Asset toolkit, with feedback from staff, to support teaching and learning approaches.
- Personal projects embedded across 5/6 and explored in 3/4 cohorts, utilising student & teacher collaboration in designing learning as well as creating alternate structures throughout weekly timetables to enable students to access 'expert' teachers across the school (beyond their class teacher) to support their learning.
- Project-based learning introduced to all staff and implemented across all 3-6 classes in semester 2 with a focus on students co-constructing their learning through the use of the 'I can...' statements. Project-based / Inquiry learning planning template refined and implemented across all teams, with each team having 4 guiding words

to drive their inquiries across the year. Students and teachers described more flexibility of inquiry thinking and concepts, increasing opportunities for spontaneous inquiry experiences as well as deepening and revisiting existing knowledge.

- Self-directed learning implemented across all 5/6 classes, with student feedback in term 4 informing implementation across 3-6 classes in 2021 as well as increased collaborative opportunities across 3/4 and 5/6
- Inquiries in Preschool and Kindergarten extended across the year, embedding flexible opportunities to respond to spontaneous inquiries.
- Inquiry approach strengthened in 1/2 classrooms, with student voice highlighted in learning and increased student ability to reflect on and articulate their learning using the 'I can...' statements
- Digital and Design Technologies scoped in teams for the 2-year teaching and learning cycle with a view to aligning this across all teams to build consistency.
- Strengthening Cultural Integrity focus in teaching and learning experiences authentically with support from the Cultural Integrity toolkit.

#### **Further increase alignment with school management and learning environments.**

- The Cultural Integrity team, students and P&C, in collaboration with Ngunnawal elder Wally Bell, have designed, achieved financial support through a successful grant application and implemented the first stage of Turner's new Cultural Integrity garden.
- Turner has completed installations of air conditioners across all classroom spaces.
- The technology committee has liaised with the Education Directorate and managed devices to ensure that all students were able to access learning electronically during the remote learning period. Since returning to in-school learning, staff have managed the student devices to target student learning needs.
- Students and teachers have begun utilising the podcast and recording studio, with students accessing the space to record podcasts, original songs and persuasive texts in line with class learning and personal projects. A lead 'tech team' of 5/6 students has been established and trained to support other students to create content.

#### **Develop effective monitoring and evaluation of learning dispositions and skills.**

- General capabilities focus (Learner Assets) have been embedded into whole school and team curriculum planning documents, with teams collaboratively planning for intentional targeted teaching and learning experiences to provide opportunities to experience and grow in these areas. Ongoing focus to ensure learner assets are core to all teaching and learning experiences consistently across all K-6 classes.
- Development and trial implementation of Learner Asset tracking document aligned with the reporting requirements of the Personal & Social Capabilities (collecting growth in learner assets) and the co-construction of collaboration rubrics in some classes across teams. Use of SOLO Taxonomy to monitor and evaluate growth in learner asset areas, both within the rubrics and student self-reflections.
- Teachers embedding practice of explicitly teaching Learner Assets and providing opportunities for students to build these, with teacher focus shifting to capture formative assessment in this area and using this to support conferring for learning with students.
- Embedded use of the language of the Learner Assets and use of split-screen Learning Intention model. Student goal setting and reflections for learner assets consistently using SOLO Taxonomy as a tool in all K-6 classrooms, with students able to articulate their learner asset goals and next steps for learning.
- Moderation sessions held in team and staff meetings to build consistency of judgement for formal reporting processes within and across teaching teams.

#### **Continue the implementation of the Turner professional learning model.**

- Leadership team participated in the Leadership Symposium series throughout the year, supported by the 'Enabling Pedagogies' site developed to support school leaders build teacher capacity. All school leaders engaged with Lyn Sharratt's work around 'Clarity' as a driving feature of school improvement.
- The structure of the school improvement team this year shifted to smaller PLC groups, with teachers as the leaders and the executive as mentors. The PLCs established 3 main focus areas aligning with school improvement priorities: Curriculum, Contemporary Pedagogies & Cultural Integrity. This saw staff having more opportunities to lead and explore in areas of their passion and expertise, increasing engagement. As a result of this, the school improvement team increased substantially in size (tripling regular staff attendance and engagement). School improvement PLCs lead professional learning across the year in staff meetings, team meetings and team planning days to support building of teacher capacity and reduction of variance.
- All teachers set their own learning goals as part of their professional development plans (PDP) and the Professional Learning Communities, in response to their multiple sources of data information and reflections about their own practice and pedagogical knowledge. All staff shared their learning inquiry journeys early in term 4 at the Action Learning Fair, highlighting impact on student learning using multiple sources of data. The development of Turner's Pedagogical Framework and archiving of resources will continue to support the capturing of in-school expertise for high-impact teaching strategies.
- Turner's Professional Learning Framework was developed and shared with staff, building teacher metacognition of their own learning processes and the structures and processes embedded at Turner to build their capacity.
- Turner continues to prioritise and embed staff as inquirers in their own learning, strengthening the circle of expertise to include experts in the wider educational community. Rigorous, ongoing relationships continue with local and national key influencers in learning such as Kath Murdoch, Christine Topfer, Harry Kanasa, Peter Hutton (from the Future Schools Alliance) and Sam Hardwicke. This year we have strengthened our critical friendships with Ben Wilson and David Spillman from Murrumbeidge and University of Canberra to support our cultural integrity journey.
- Staff participated in 5 professional learning sessions electronically to build their understanding and expertise to utilise technology (practically and pedagogically) to meet student learning needs. On return to the classroom, this has enhanced staff ability to utilise technology as a learning tool to support personalised student needs and to increase collaboration (both with students and staff).
- The coaching team refined the Coaching toolkit to support ongoing collaboration and coaching expertise & knowledge. A mentoring toolkit was also established and refined to support greater clarity for staff in this role to support new educators and will form the basis of professional learning early in 2021.
- The school improvement members lead consultation sessions with staff to develop shared thinking and feedback about the purpose and design of an online 'Teacher Portal' to support clarity and ease of access to key information for pedagogical and curriculum priorities.
- Turner identified clear and strategic intentions for staff to present at local and national conferences including maintaining involvement at ALEA (Australian Literacy Educators Association) State & National conferences. Due to COVID-19 restrictions, these opportunities for staff to synthesise and share their high-level practice was not possible, however, these opportunities are highlighted as a key focus for 2021.
- Presenting Turner Schools journey in teaching reading on the success stories page of the Foundation for Learning & Literacy website.

## Challenges we will address in our next Action Plan

Next steps for meeting Priority 2 in 2021:

- **Creative and Critical thinking in the context of 21<sup>st</sup> Century learning:** Align staff and student learning related to assessing growth in using the learning dispositions.
- **Communication with wider school community:** Sustain and embed communication around personalising learning approach to stakeholders. For example: Newsletters, board reports and P&C reports, Podcasts, Student forums and Contemporary Literacies Collaborative project presentation.

## Reporting on Preschool Improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan\*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

*\*A copy of the QIP is available for viewing at the school.*

### **Creating child centred opportunities to increase community engagement:**

*National Standards: 6 – Collaborative Partnerships*

*EYLF -Outcome 2: Children are connected with and contribute to their world*

- Students had opportunities throughout the 2020 to build their connection to the community and local environment through a number of child centred opportunities. These have included the STEAM Festival, exploring the local wetlands and having an excursion to the Botanic Gardens.
- Staff capacity in incorporating Aboriginal and Torres Strait Islander perspective was built for the whole school through professional learning.
- Children have had opportunities to explore their immediate surroundings and how to connect with their obligation to people and place through:
  - Wetlands excursions which were used to explore Aboriginal and Torres Strait Islander perspectives about caring for the land. The planned program has incorporated many opportunities for students to connect to cultures Aboriginal and Torres Strait Islander culture.

### **Building agency of child through giving effective feedback:**

*National Standards: Standard 1: Educational Program*

*Outcome 4: Children are confident and involved learners*

- School staff have engaged across the year in professional learning focused on 'The art of conversations and conferring' with an additional focus on the importance of conferring with students while teaching remotely during the ACT COVID 19 lockdown. This focused on building teacher capacity to build students self-awareness as a learner. The preschool teachers explored ways to provide feedback within the preschool day. It is now embedded in practice that children receive timely feedback at the time they are learning to encourage them to take their learning further and push themselves to the edge of their learning.
- In order to build confident and involved learners the preschool program provided ongoing opportunities for young children to build 21<sup>st</sup> century learning skills (Learner Assets). In 2020, intentional teaching was planned to build students' understanding of the Learner Assets; being a Self-manager, Collaborator, Thinker, Researcher and Communicator. In particular, the language of self-manager and communicator has been used on a daily basis and the concepts embedded into the program. A growing and developmentally appropriate



understanding of being a learner is evident in the childrens' ability to verbalise the skills of many of the Learner Assets.

### **Building understanding of children around living a healthy lifestyle:**

*National Standards: Standard 2- Health and Safety*

*EYLF Outcome 3: Children have a strong sense of wellbeing*

- A continuing focus in the preschool program was to support students to take increasing responsibility for their own health and physical wellbeing. The preschool program planned opportunities for students to build both their fine motor and gross motor skills.
- Turner School supported families to build students healthy eating habits including through providing information about healthy lunch boxes and supporting student dietary requirements in the preschool cooking program. During preschool eating times teachers engaged students in discussion about healthy choice.
- Students have learnt about composting and sorting rubbish into recyclable/non-recyclable materials.

### **Embedding the implementation of the Statement of Intent to guide planning for children's development within in the preschool program:**

*National Standards: 3 Physical Environment*

*EYLF 4: Children are confident and involved learners.*

- All preschool teachers collaboratively plan in the preschool program using Statements of Intent.
- The Preschool teaching team engaged in Action learning focusing on building pre-literacy skills and numeracy understandings through and engaging with purposely planned opportunities within the indoor and outdoor environment. Through this focus preschool teachers explored ways of building language and mathematical provocations in the planned program.

### **Supporting and increasing outdoor engagement opportunities for children through the update and resourcing of new outdoor equipment:**

*National Standards: 3 Physical Environment*

*EYLF Outcome 2: Children are connected with and contribute to their world*

- The Preschool team collaborated with the school board with a focus on improving the physical environment of the preschool to increase engagement opportunities for children in the outdoor environment. The preschool is actively working towards changes in this environment and are planning upgrades that will grow the learning opportunities for all students. This will link with the school P&C Cultural Integrity garden project in 2021. The preschool team and kindergarten small class teacher planned collaboratively to resource dramatic play experiences in the outdoor learning space. Examples, such as a bike rental system, had a high level of student engagement and contributed to building students' oral language, early numeracy skill and cooperative play skills.