



## Impact Report 2019

### The purpose of this document

This document flows directly from our Action Plan for 2019 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.

### 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 2019 our school supported 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 in order 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 gain knowledge 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 and 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 that have to be solved.

#### Education Directorate Strategic Indicator 2018-2021

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

**In 2019 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 third 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 or 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 and 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 and 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. 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.

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 our team to personalise learning for every child and that 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 schools next steps in the improvement agenda.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

**In 2019 our school supported this Strategic Indicator through – Priority 1 and 2 (see reporting for detail):**

- In 2019, Turner School had an active School Improvement Committee driving the implementation of the School Plan, to reflect on the impact of actions centred on the child and to plan ongoing improvement initiatives with the staff, students, community and School Board. The role of the School Improvement Committee was further strengthened across the school through developing a 'Multiple Sources of Data' document to support the leading of data discussions in year group teams, and present and support the school improvement agenda at staff meetings. The School Improvement Committee consisted of the 7 executive team members, the 2 staff Board representatives and 6 other teachers, from across teaching teams, who volunteered to be on the committee making it a group of 15 for 2019.
- Ensuring school improvement and increasing student achievement is seen as a normal part of the school's ongoing learning and work. The meeting schedule for each term in 2019 saw 2 School Improvement Committee meetings and at least 2 staff meetings scheduled to discuss and respond to the Annual Action Plan. Curriculum committees and teaching teams also met across each team with a focus on implementing actions from the AAP. Every Board meeting had a standing item on school improvement where the progress against each of the school's priorities was discussed. At every Board and P&C meeting the principal presented a written and verbal report that included a standing item on school improvement. 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 NAPLAN, PIPS, 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 2019 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%			In progress
1	82%	74%	80%	77%			In progress
2	90%	84%	92%	83%			In progress

3	93%	91%	93%	86%			In progress
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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%			In progress
1	92%	83%	81%	71%			In progress
2	89%	87%	78%	81%			In progress
3	89%	86%	90%	86%			In progress
4	81%	89%	90%	85%			In progress
5	93%	82%	79%	74%			In progress
6	90%	78%	88%	78%			In progress

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%			Achieved

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%			
Number	92%	84%	87%	98%			Maintained

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%			Within
Writing	n/a	64.3%	64.5%	67%			Maintained
Numeracy	54.4%	64.3%	41%	48%			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%			In progress
Writing	52.6%	56.3%	53.4%	48%			In progress
Numeracy	59.7%	50.8%	50.8%	55%			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%			In progress
Writing	23.5%	27.3%	17.8%	19%			In progress
Numeracy	40.8%	50.9%	34.2%	28%			In progress

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%			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%			In progress

#### What this evidence tells us

- We have sustained (within 5%) or exceeded growth in PIPs reading and number achievement, reading benchmarks (PMs) and NAPLAN year 5 growth for writing and numeracy.

- In NAPLAN, the number of students achieving in the upper bands for reading, writing and numeracy has dropped. Using the Multiple Sources of Data to address our next steps will support overall improvement.

## Our Achievements for this priority

### 1. **Extend teacher knowledge of curriculum (EYLF, Victorian Curriculum A-D, and Australian Curriculum) aligning pedagogy and practice**

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

- Teacher capability in this area has been further built using expert coaches for every teacher across the year, this continued to be recognized 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. Teachers engaged in Professional Learning offered by Sam Hardwicke and Christine Topfer.
- Semester 2 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.
- 3 out of 12 Professional Learning Communities explored the use of progressions in their planning and teaching.
- Numeracy committee explored opportunities for connection between numeracy progression and whole school curriculum scope and sequence.
- Writing progression assessment was embedded as part of the multiple sources of data and provides evidence of measuring literacy achievement against the progression.

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

- Principal and Executive teaching team engaged with the Education Directorate's Cultural Integrity series and then transferred the new learning back to school through the use of Engoori practices (Aboriginal traditional practices of discussing complex issues) during staff meetings and planning days. These practices have been transferred to the classroom settings in most classrooms as part of 'thinking tools'.
- Artists' and Writers' Festival in August showcased the schools 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 produced a podcast series to discuss how Cultural Integrity was explored at Turner. The series involved a diverse connection with people including David Spillman from the University of Canberra who teaches educators about the links to Aboriginal Australian history and perspectives to the Australian Curriculum; Mohammad Bangourake a traditional West African musician and dancer who shared the obligation of passing down culture through generations; families and past Turner School community members who shared where Turner has been as a community to where it is now.

#### **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) Taxonomy as a formative assessment tool.
- Supported by coaches, the use of the Art of Conversations Turner framework has been implemented across K-6.
- Students presented their understanding of conferring and feedback at the Principals' immersion visit, Contemporary Literacies Collaborative sharing and to Grovely School QLD when they visited.

Consistent implementation across the school around goal setting and conferring about goals has been evident during learning walks, school visits and School Improvement Team reflections.

- Turner has sustained the high level of agreement (in excess of 80% 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.

### **Embed Case management process across the school and use to support when working with NSET (Education Directorate Student Engagement Team) and Allied Health Professionals.**

- Personalised learning guidelines have been made accessible to all staff including as a start of year reading and then are referred to across the year in team meetings, staff meetings, coaching, data discussions and on an individual case by case basis.
- Evidence of growing understanding of case management processes through individual conversations and data analysis of student growth in learning when discussed at Student Support meetings.
- Aligned case management approach with National Consistent Collection of Data resulting in clarity of understanding how each students' needs are being met.
- Increase in student referrals for support evident from multiple points- classroom teacher, coach, team meeting discussions, student data discussions and Professional Learning Communities.
- Established a weekly Student Support Catch up meeting as an overview of student needs and associated actions between school Psychologist, Principal and Deputy and Disability Education Contact Officer. This process ensures we are meeting individual student need in a timely way.
- Have worked closely with NSET and established effective ways to share and use information. We have held two clinic days in semester 2 where school leaders, teachers and NSET teachers and therapists have reviewed and further developed action to promote learning growth for students who have complex needs.
- 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.

### **Challenges we will address in our next Action Plan**

Next steps for meeting Priority 1 in 2020:

- **School Based Curriculum Framework:** Refine and embed implementation of a whole school curriculum planning framework including the Literacy and Numeracy progressions.
- **Intercultural Understanding:** Align staff and student learning related to Intercultural Understanding and the STEAM festival in 2020.
- **Embed Intercultural Understanding in Planning:** Look at ways to embed authentic cross-cultural perspectives into everyday planning.
- **Thinking Tools:** Embed Engoori practices as part of thinking tools in school improvement meetings.
- **Induction to sustain practice:** An opportunity to continue evaluating the effectiveness of induction for new staff and early career educators or leaders as our school staff profile changes in 2020.

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 2019 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%			In progress
Staff	61%	81.13%	86%	89%			In progress
Parents	67%	77.91%	87%	74%			In progress

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%			In progress



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

### What this evidence tells us

- School Satisfaction Survey results for agreement percentages have been sustained (within 5%) or exceeded in 2019 in all areas except parents' 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

##### Continue to improve learning environments

- Turner has completed installations of air conditioners across David Street and the top floor of Condamine Street. Timing devices to limit energy used for the units have been installed.
- The technology committee has spent in excess of \$20,000 on student devices across the school including chrome books and google drive installed for students in year 1/2 to use.
- Turner has completed the installation of a podcast and recording studio with the inclusion of a green screen, Apple Mac computer, microphones and a donated sound machine.
- The school has been successful in Capital Works submission for a refresh to the original kindergarten classes on David Street.
- The Aboriginal and Torres Strait Islander team has been working with a Ngunnawal Elder and See-Change to design an outdoor learning environment for multiple classes to interact with and this will begin by the start of 2020.

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

- Turner is part of a research team involving 6 other ACT public schools in a *Contemporary Practices Collaborative*. This has been a 3 year project with Sydney and Griffith University. 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 Learning Dispositions. The implementation of the SOLO (Structure of Observable Learning Outcomes) Taxonomy in Kindergarten and Year 5/6 has been an opportunity for us to measure the impact on learning and has been documented through videos and presentations to visiting schools as part of the project.
- On a year group level teams have worked to build student agency in reflecting on their goals related to learning dispositions:
  - P-6: students have learning asset goals
  - 1/2 and year 5/6: teachers use the Turner developed *tracking document* to monitor growth
  - 3/4 Action Learning Set has explored using the *tracking document* as a Learning Asset Wheel.
- Six out of twelve Action Learning Sets used the SOLO Taxonomy as part of student self-reflection related to providing evidence of growth.

### **Strengthen a practice involving a systematic use of multiple data sources**

- School leadership team attended professional learning presented by Helen Timperley and have used this to form a Turner Context of Multiple Sources of Data.
- The Multiple Sources of Data has deepened understanding of impact, strengthened capacity to identify high impact teaching strategies for all and land closer to the point of stretch/intervention for every child. There is an opportunity to improve NAPLAN results for writing and inconsistencies in trends for numeracy- using the Multiple Sources of Data means that actions moving forward can be strategic in what levels (school, class or student) need to be the focus.

### **Strengthening reflective practice through collaborative conversations and Turner's professional learning model:**

- Leadership team attended professional learning with Andy Hargreaves related to Collaborative Professionalism
- All teachers set their own learning goals as part of their professional development plans and the Professional Learning Communities. This year, staff focused on setting goals through the use of multiple sources of data.
- Goal achievement and actions for PLCs and teachers is aligned with key professional learning, coaching and induction to ensure we all have the research and knowledge base to achieve priorities.
- Turner has strengthened staff learning by widening the circle of expertise to include experts in the wider educational community. Turner has established rigorous ongoing relationships with local and national key influencers in learning such as Kath Murdoch, Chris Topfer and Sam Hardwicke. This year this has been extended with our critical friendships to include Ben Wilson and David Spillman from Murrumbeena and University of Canberra to strengthen our cultural integrity journey. Opportunities for teachers to engage in the Arts space has been enhanced through the traditional cultural musicianship and storytelling of Mohammed Bangourake.
- Turner identified clear and strategic intentions for staff to present at local and national conferences including maintaining involvement at ALEA (Australian Literacy Educators Association) and differentiation conferences. Time has been budgeted for each staff member to be involved in professional learning and action learning within learning communities at the school to ensure actions stay current and teachers are reflective in practice. Nine staff presented at the ALEA National Conference and have also been active in presenting at local ALEA events. The leadership team have stretched their ability to express Turner's 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 the school presented the journey of PLCs at the Education Directorate's leadership forums and were a Spotlight on Schools presenter at the recent ACT Public Schools Leadership Symposium. The school leadership team travelled to Melbourne earlier in the year to be part of a national schools' collaborative for contemporary inquiry teaching practices with Kath Murdoch.

### **Embed contemporary learning and teaching pedagogies and explore the use of *General Capabilities- Critical Creative Thinking* in planning**

- Project Based Learning and Passion Projects were further explored in years 3-6.
- Inquiries are extended across the year for Preschool and Kindergarten learning
- Inquiry approach that is strengthened through planning and student voice in 1/2. Curated spaces have highlighted student voice throughout inquiry learning and planning documents reflect great integration across all learning areas.
- 'I can.....' curriculum statements are being used across Kindergarten to Year 6 and also in specialist teaching areas.
- SOLO taxonomy is being used to track learning in English, Mathematics and Learning Assets.

- This year, Turner increased the influence student's agency has on the school improvement agenda within school and beyond our school. Significant highlights this year have been student 'Leading Edge' video presentation for all ACT public schools, student led panels at the QLD Grovely School visit and for 40 teachers and university researchers who are part of the Contemporary Literacies Collaborative.
- Students have demonstrated their ability to think critically by answering high level questions from visiting educational leaders and their ability to talk through their 'learning to think about learning' has been exceptionally well received. A Turner kindergarten student has even shared an instructional video about it which has been shared in the USA as part of Dr Mary Jean Gallagher's teacher development course!
- Students' engagement with critical creative thinking has been evident in their leadership of podcasts during the Artists' and Writers' Festival and student leaders have learnt alongside teachers in an Action Learning Set, researching what it takes to be effective teachers of writing. Student reflections in these opportunities have been valuable as part of staff multiple sources of data analysis.

## Challenges we will address in our next Action Plan

Next steps for meeting Priority 2 in 2020:

- **School Based Curriculum Framework:** Refine and embed implementation of a whole school curriculum planning framework including planning for teaching the General Capabilities.
- **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 and the STEAM festival in 2020.
- **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.
- **Induction to sustain practice:** An opportunity to continue evaluating the effectiveness of induction for new staff and early career educators or leaders as our school staff profile changes in 2020.
- **Metacognition Framework as a high impact strategy for 21<sup>st</sup> Century Learning;** Implement the use of a framework for reflection (such as the SOLO Taxonomy) to monitoring growth in applying the learning dispositions across P-6.

## 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.*

### Create 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 have had opportunity throughout the year to build their connection to the community and local environment through a number of child centered opportunities. These have included the Artists' and Writers' Festival, exploring the local wetlands and Botanic Gardens and visiting the local shops.
- Build staff capacity in incorporating Aboriginal and Torres Strait Islander perspective was built whole school professional learning and the preschool team attending regular Aboriginal and Torres Strait Islander book club. Children
  - Children have had opportunity to explore their immediate surroundings and how to connect with their obligation to people and place through: Wetlands excursions 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 Aboriginal and Torres Strait Islander culture. The children participated in the Turner Artists' and Writers' Festival: Story, Connection and the Passing of Wisdom.'

### **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'. This is focused on building teacher capacity to build students self-awareness as a learning. The Preschool teachers have been exploring ways to provide feedback with 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 provides opportunity for students to build 21<sup>st</sup> Century learning skills (Learner Assets). Intentional teaching is planned to build students understanding of the Learner Assets; being a Self-manager, Collaborator, Thinker, Researcher and Communicator. The preschool routine provides regular opportunity for students to build these skills and preschool staff support families to further build these skills in the home. In particular, the language of self-manager and communicator has been used on a daily basis and the concepts embedded into the program. This is evident in students' ability to verbalise the skills of many of the Learner Assets.

### **Building children's understanding 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 is to support students to take increasingly responsibility for their own health and physical wellbeing. The preschool program has planned opportunities for students to build both their fine motor and gross motor skills.
- Turner School supports families to build students healthy eating habits through many ways, including providing information about healthy lunch boxes and supporting student dietary requirements in the Preschool cooking program. During preschool eating times teachers engage students in discussion about healthy choice.
- Students have been co-cared for the preschool vegetable garden. This learning focus has extended their knowledge of seasonable vegetables and given opportunities to try different healthy food choices.

### **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 are planning an intended program.
- The Preschool teaching team have engaged in Action Learning focusing on building pre-literacy skills and numeracy understandings through engaging with the outdoor environment. Through this focus, Preschool teachers explored ways of building language and mathematical provocations in the planned program for the outdoor space.

### **Support and increase 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 worked collaboratively with the school board with a focus on improving the physical environment of the preschool in order to increase engagement opportunities for children in the outdoor

environment. As a result, the P&C donated a grant toward the purchase of more resources which were purchased to support opportunities to build dramatic play in the outdoor environment (documented in P&C minutes).

- The Preschool team and kindergarten small class teacher planned collaboratively to resource dramatic play experiences in the outdoor learning space. These opportunities, such as an ice cream shop and bike rental, had a high level of student engagement and contributed to building students oral language, early numeracy skills and cooperative play skills.

### Challenges we will address in our next Action Plan

Next steps for meeting Preschool improvement in 2020:

- Continue to focus on child centered connection to the community in order to build an understanding of identity and obligation through Aboriginal and Torres Strait Islander perspectives.