



TURNER SCHOOL

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

Turner School

Annual School Board Report 2018



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

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Reporting to the community

Turner School reports to the community in range of ways, including through:

- Annual School Board Reports
- A (5-year) School Improvement Plan (formerly School Strategic Plan)
- Annual Impact Reports/ Annual Action Plan Reports
- Newsletters (usually every fortnight)
- Other sources such as My School.

School Board Chair Report

2018 was an outstanding year for Turner School. We were pleased to welcome our wonderful new principal Allison, we got to know new teachers and staff, said farewell to some who have made great contributions to the school, and congratulated others as they became parents themselves.

We've seen our school buildings and outdoor spaces improve in ways that make it just that little bit easier and more fun to arrive at school and be ready for another day of learning. Key among these are the Jo Padgham Innovation Space and the fabulous new bike rack area, supported by the P&C and the ACT Government.

We've found new ways to encourage and open up conversations between the school, students and families, with podcasts becoming a regular part of our newsletters and our new community Facebook Group, which reached a milestone, with our 100th member joining.

As a School Board, we spent many hours reflecting on, questioning and gathering our collective thoughts about what it means to be at Turner. In 2018 we updated our Safe and Supportive School guidelines so they continue to reflect the ever-important SCARFF values, and published new guidelines on Personalised Learning, something that is very close to my heart as it firmly grounds learning within the school's values of inclusiveness, equity, excellence and celebrating diversity.

In 2018 we supported a number of our students in excelling and representing the school on a wider stage. Music has also been a part of this. It delights me to see music forming such a big part of our identity here at Turner, with the establishment of a free ukulele group. Each time I play the ukulele I recall Allison's advice on that very first day of Uke group: Don't worry if you don't know how to play all the right chords, just sing really loud so no-one notices! This has been a wonderful way for the community to be more involved in their children's school experience.

On behalf of the School Board and my fellow parent representatives James and Lucy, I wish to thank all the students, who have worked so hard and been such great SCARFFers throughout the year, all the teachers who work tirelessly to make learning the best it can be, the support staff who make things run like clockwork each day so the learning can just happen, and Allison, for her enthusiasm in building on the culture of what is already a fabulous ACT Public School.

Aarhi Ayar-Biddle (2018 Board Chair)

School Context

In 2018, the school catered for the needs of over 540 students, from the preschool program where children begin their school journey through to year 6 students who are ready to transition to secondary schooling. Inclusive classrooms, programs and playgrounds are a unique feature of our school and our dedicated and highly skilled team work together for all our students. The Turner SCARFF values form a strong foundation for the community to interact in a positive way. These are: Support, Cooperation, Acceptance, Respect, Friendliness and Fun. Our future focused perspective on contemporary learning ensures that we are supporting our learners to become active and informed citizens who are confidently equipped for a rapidly changing world. Our high level of staff reflective practice and analysis of student achievement is reflected in the ongoing substantive growth in learning for every child.

School enrolment numbers have remained consistent with our usual student demographic, including a third of our students who have backgrounds in languages other than English, and approximately 45 students who are part of our inclusive special education program.

The teaching teams at Turner are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of teaching strategies to personalise learning for the range of students at the school.

Student Information

Student enrolment

In 2018 there were a total of 485 students enrolled at this school.

Table: 2018 Student enrolment

Student type	Number of students
Male	258
Female	227
Aboriginal and Torres Strait Islander	9
LBOTE*	174

*Language Background Other Than English
Source: Analytics and Evaluation, December 2018

Student attendance

The following table identifies the attendance rate of students by year level during 2018. 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: 2018 Attendance rates in percentages*

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

Source: Analytics and Evaluation, December 2018

* Attendance data for 2018 have been derived from a school administration system in the process of implementation. Care should be taken when comparing these data with data from previous years and from other jurisdictions.

Supporting attendance and managing non-attendance

All ACT public schools put into effect the education participation requirements in the *Education Act 2004* and the responsibilities of schools in relation to compulsory education. 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.

Attendance is managed by twice daily roll marking and a process where absent student's families are contacted on the same day by the front office staff. School attendance is supported through personalised contact from the teacher or executive teacher with families when a student has been away for more than 3 consecutive days or consistent absences are noticed over time. Attendance rates have been relatively steady over the past three years.

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 year of reporting is highlighted 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 2018, 101 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: 2018 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	33.80
Teaching Staff: Full Time Equivalent Temporary	10.20
Non Teaching Staff: Full Time Equivalent	14.90

Source: This data is from the 2018 August census date and is calculated using the parameters provided by the ABS.

There are currently no Aboriginal or Torres Strait Islander staff members at the school.

During 2018 several staff took long service leave including the EALD and Library teachers who took a 5 week block. We had two staff members commence Maternity Leave in semester two and one who commenced in week 6, term 4. We had one teacher acting in a School Leader C (SLC) position for the full year. One SLC resigned at the end of term 3 to take up a position at Questacon as a professional learning consultant.

In addition to our employed staff, Turner School has continued its strong connection to the community, evident in the number of volunteers and hours spent volunteering. In 2018 the estimated collective hours of volunteers in the school was approximately 570 registered hours. We have maintained and updated a volunteer register including hours contributed and Working with Vulnerable People registration numbers. Our expert register list was updated at the beginning of 2018 and was vital in recruiting community experts for our STEAM Festival. The 'class parent contact' program is moving from strength to strength. The program ensures communication around what type of volunteering would be most supportive and provides an effective platform to recruit a sufficient number of volunteers. The school has a dynamic and active P&C that co-ordinate the weekly lunch orders and community events to support the development of the school's facilities.

In 2018, the P&C held regular meetings attended by a core group of parents. Their contribution to school culture is highlighted by their contribution to resources at the school in 2018 including: ukuleles for the community ukulele group, funding support for the Science, Technology, Engineering Aesthetics and Mathematics (STEAM) Festival, Student Representative Council (SRC) money that was spent on updating the outdoor equipment and the support of the new bike racks.

Our workforce composition is supported by members of our community parents and staff contributing to a positive culture through engaging in healthy wellbeing connections. This was established this year through the Ukulele Project where we had approximately 25 parents and staff members involved with the group. They supported performance events across the year with Step into the Limelight and Northside Spectacular.

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. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve 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 cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end.

Our school will be reviewed in 2021. A copy of the most recent validation report 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. In August/ September of this reporting period, ACT schools undertook a survey to gain an understanding of school satisfaction at that time. This information was collected from staff, parents and students from year 5 and above (with the exception of students in special schools) through an online survey.

Overall Satisfaction

In 2018, 89% of parents and carers, 98% of staff, and 87% 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 44 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 at this school expect students to do their best.	100
Teachers give useful feedback.	95
Teachers at this school treat students fairly.	100
This school is well maintained.	93
Students feel safe at this school.	93
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	82
Students like being at this school.	100
This school looks for ways to improve.	98
This school takes staff opinions seriously.	89
Teachers at this school motivate students to learn.	100

Students' learning needs are being met at this school.	95
This school works with parents to support students' learning.	98
Staff get quality feedback on their performance	77
Staff are well supported at this school.	88

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 181 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	
Teachers at this school expect my child to do his or her best.	90
Teachers give useful feedback.	85
Teachers at this school treat students fairly.	92
This school is well maintained.	91
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	98
Student behaviour is well managed at this school.	86
My child likes being at this school.	94
This school looks for ways to improve.	93
This school takes parents' opinions seriously.	84
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	89
My child's learning needs are being met at this school.	83
This school works with me to support my child's learning.	87

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

A total of 128 students responded to the survey. Please note that not all responders answered every question.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

National opinion item	
My teachers expect me to do my best.	93
Teachers give useful feedback.	73
Teachers at my school treat students fairly.	79
My school is well maintained.	78
I feel safe at this school.	74
I can talk to my teachers about my concerns.	72
Student behaviour is well managed at my school.	64

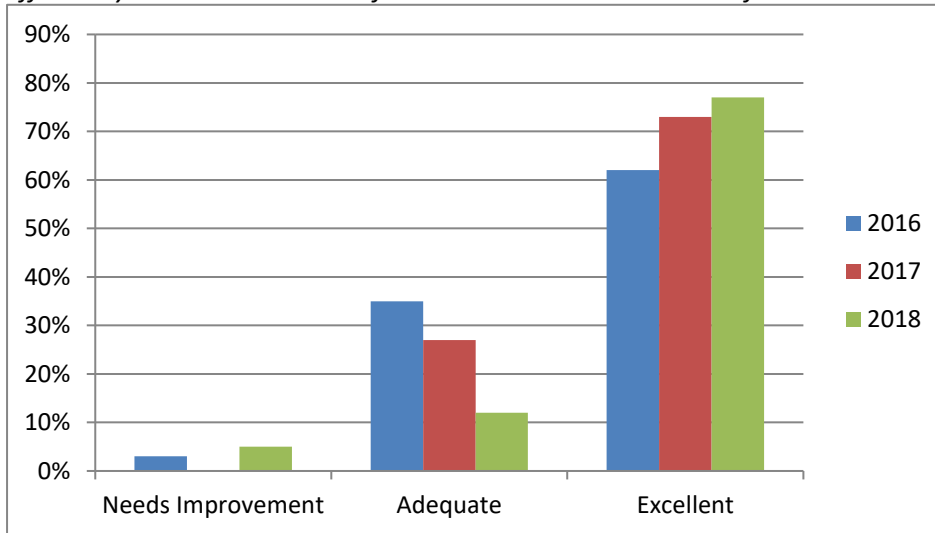
I like being at my school.	82
My school looks for ways to improve.	90
Staff take students' opinions seriously.	80
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	88

Source: 2018 School Satisfaction Surveys, August/September 2018

*Prior to 2018, the item wording and placement was slightly different.

At the end of 2016, the school used the School Climate Survey results to target improvements to the way the school effectively communicates with families and connects students to the wider community. This year we have seen significant improvement in this perception where the number of families indicating 'Excellent' increased by 11%. Moving forward into 2018, we have increased 'Excellent' rating by a further 4%. We continue to aim to improve this through targeting family, community and student learning connections and our actions toward this are highlighted in our Annual Action Plan.

School and Family Connections: *Concerning the degree to which parents/carers feel the school effectively communicates with families and links students and families to the wider community.*



The source of this data was drawn from an analysis of the School Climate Survey comparing 2016, 2017 results to 2018 results.

These results, as well as the continual review of school performance, contributed to the evaluation of our Strategic Plan and the development of our/the Annual Action Plans. The Strategic Plan (or School Improvement Plan) is available on the school website.

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry 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.

Table: Turner School PIPS 2018 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	45	134	39	57
ACT	49	124	39	54

Source: Analytics and Evaluation

Results are not reported when there are fewer than five students with results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the mean scores achieved by students at this school compared to the ACT for this reporting period. All year 3 mean scores are significantly (10+ points above) higher than ACT scores. This is the same for Year 5 except for Numeracy and actions for improvement in the area of Numeracy are intended to be part of the 2019 Annual Action Plan.

Table: Turner School 2018 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	488	441	560	518
Writing	425	411	476	460
Spelling	450	410	520	494
Grammar & Punctuation	490	438	546	510
Numeracy	452	416	520	494

Source: Analytics and Evaluation

Performance in Other Areas of the Curriculum

During 2018, students continued to stretch themselves as thinkers and learners using a common language centred on taking themselves to *'the edge of their learning'*. This language was built through student forums occurring across the year. Each forum provided opportunities for students to define what they thought constituted effective feedback and conferencing with teachers to help them get to the next challenging step in their achievement. In the classroom, this was strengthened through students being expected to talk through: what they were learning; how they were learning; how they knew they were successful; and what their disposition was toward the learning. This meant that students were gaining a deep understanding of all curriculum content; learning skills and processes; success criteria and the dispositions. These elements are all high impact strategies for successful lifelong learning. Students continued to build their understanding and application of inquiry assets and dispositions including: self-managers who are resilient, responsible and reflective; researchers who are curious, courageous and resourceful; thinkers who are open-minded, flexible and persistent; communicators who are confident, responsive and respectful; and collaborators who are empathic,

compassionate and reliable. This continued to be common language for Turner's entire learning community.

Teachers continued to build their knowledge of curriculum through regular Professional Learning, Action Learning Sets, team action goals and individual development goals. Through these staff learning opportunities across the year, the teaching team strengthened their understanding of and response to whole cohort and individual student data. Turner staff solidified their presence as a place of excelling practice at a state, national and international level presenting action research at conferences, including research around individual student need, effective classroom practice for all and school leadership strategic planning. Turner teachers hosted visiting schools from Queensland, Tasmania and Singapore, to strengthen their own school practices based on observing Turner's.

The 2018, the Turner School STEAM Festival gave Turner's year 5/6 a leadership opportunity to use all of their contemporary learning skills to apply for positions to design and implement a whole school festival. For two weeks the school was filled with leading experts in the field of space inspiring future careers in STEAM based exploration. A significant number of expert staff, parents and community members presented class workshops related to animation, digital technology, space and physics, robotics and design. Using well researched curriculum goals and modelled teaching strategies, year 5/6 Students led lessons for the younger year groups with mentoring from class teachers. Students were part of a student led panel for the North/Gungahlin Schools' Contemporary Literacies Project and our student leaders hosted a principal's immersion visit and training visit for local high school teachers. Both opportunities highlighted our students growing capability to articulate the strength of learning through a contemporary education practice of '*learning how to learn*' and communicated the consistency of high-quality practice across the school classes and the links that can be made beyond; to high-school, community and life.

Educators at Turner further strengthened their practice by personalising learning for each child. This was achieved through collaborative work regarding the use of formative assessment, feedback for learning and the art of conversation to stretch all learners to their learning edge. Educator's learning was enhanced through reflecting on current educational research and significant consultation with Turner's learning community, including close work with the School Board, student forums, parent forums and staff collaboration. Turner's approach was refined and articulated through new Personalised Learning Guidelines, which is available on the school website and is described in detail in newsletters and school podcasts. It expresses the school's inclusive approach to meeting the needs of all children, including those with a background of: disability, learning differences and/or gifted and talented indicators, English as another language or dialect and Aboriginal and Torres Strait Islander. This means the school is refining strategies to maximise growth in learning for every child, (Turner Strategic Priority 1).

Turner's culture of high achieving all-rounders was nurtured and celebrated through school, state and national achievements including:

- Tournament of the Minds where all four teams were awarded a place at a State Level and 1 team successfully competed at an international level
- A number of students competed at state and national levels for swimming, athletics and cross country carnivals

- Over 200 students were involved in Northside Schools Spectacular and ACT Limelight expressing themselves through visual art, drama, dance and musicianship
- 50 students continued to build their musicianship and performance skills through band
- Year 5/6 students submitted entries into ACT 'Robots in Space' competition and were awarded first place
- Chess teams and individuals competed at state and national levels almost always receiving first, second and third place!

Further achievements against our school improvement and performance priorities can be found in Turner's Impact Report 2018.

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	287171.36	287005.75	574177.11
Voluntary contributions	7330.00	4870.00	12200.00
Contributions & donations	0.00	17600.00	17600.00
Subject contributions	0.00	0.00	0.00
External income (including community use)	16964.10	7012.32	23976.42
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	5543.58	5389.64	10933.22
TOTAL INCOME	317009.04	321877.71	638886.75
EXPENDITURE			
Utilities and general overheads	44577.18	108951.99	153529.17
Cleaning	74992.86	75801.32	150794.18
Security	866.24	288.00	1154.24
Maintenance	47013.57	35756.07	82769.64
Administration	22933.19	11157.49	34090.68
Staffing	31005.45	0.00	31005.45
Communication	8747.50	1654.21	10401.71
Assets	14013.97	14651.24	28665.21
Leases	0.00	0.00	0.00
General office expenditure	8219.61	6793.53	15013.14
Educational	58714.32	44633.45	103347.77

TOTAL EXPENDITURE	311083.89	299687.30	610771.19
OPERATING RESULT	5925.15	22190.41	28115.56
Actual Accumulated Funds	226831.78	301382.36	226382.36
Outstanding commitments (minus)	-9939.05	0.00	-9939.05
BALANCE	222817.88	323572.77	244558.87

Staff Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$754 per full time teacher.

Professional Learning (PL) continues to be a privileged underpinning at Turner School as it is central to improving student achievement. This year we embedded Action Learning Sets as part of the professional learning plan. Staff were allocated an additional 45 minutes each week to meet in small groups to research and collaboratively improve teaching practice in an identified area to impact student learning. Action learning goals reflected priorities from the strategic plan. An Action Learning Fair was held each semester so that teams could share their expertise across the school in their area of learning.

During the week before students returned to school all teaching staff attended workshops by Professor Di Siemon from RMIT. She enriched our professional knowledge in understanding Maths by Inquiry, particularly focussing on how to build a culture of inquiry to develop mathematical thinking. Linking with our second strategic priority, teaching staff spent a day working with Kate Thompson who is a Senior Lecturer in Educational Technology at Griffith University. Kate explored how project-based learning and learner assets fit within a 21st century classroom. In supporting Digital Literacies, 5 teachers attended professional learning with Peter Freebody. Throughout 2018 teaching staff worked with Chris Topher who is a highly respected expert in understanding literacy learning.

In 2018 Kath Murdoch spent 2 days observing the inquiry-based practice of Turner teachers. She provided teaching teams with feedback and offered feedback in the development of Turner's tracking document for the Learner Assets.

Led by the school principal, over 20 teachers have upskilled themselves learning the ukulele throughout 2018 during morning lessons with community members.

As 2018 was a STEAM focused year, in the lead up to our STEAM Festival, staff were provided with professional learning opportunities. Both primary and preschool staff participated in STEAM related PL, including the ACT Science Weekend Conference.

Staff continued to access professional learning in a balance of school and own time and a significant number of staff engaged in various learning at a national level. Staff attended curriculum and moderation PL including: EALD, writing, Indonesian and Google Apps for Education. Staff attended and presented at state and national conferences including: Australian Literacy Education Association(ALEA) EduTech and AMS Choose Maths conference, Positive Education Schools Association conference, ALEA Coding, Maths 360 and Modern Language Conference.

All staff attended a Workplace Occupational Violence induction session and attended a NeuEd Trauma Informed workshop, which is part of our commitment to making workplaces safe for all staff All Learning Support Staff attended a handwriting workshop with an occupational therapist.

It is our practice to harness the expertise in our school and collaboratively learn from each other. Teaching coaches had a literacy and numeracy focus and implemented coaching cycles across the year. In each cycle they worked with up to 8 teachers ensuring that all staff were coached during the year in order to build collective capacity.

Our inclusive practices for students with a disability and learning differences was enhanced by the professional learning attended by our small group teachers and learning assistants. Learning Support Assistants updated their First Aid, and across Term 1, engaged in wellbeing workshops and PL about how to manage and understand how trauma impacts complex and challenging behaviours.

The leadership team and literacy coaches continued to build their instructional leadership skills in literacy attending Christine Topfer's Essential Literacy Instructional Teaching Skills course, where photos of Turner practice featured heavily in the professional learning shared with directorate schools. Christine spent an immersion visit at Turner School during term 3. To continue to build the exemplary literacy teaching at Turner School, 13 staff attended a National Phonics Symposium and 1 new educator attended the word consciousness professional learning course presented by Christine Topher.

The principal and deputy principal were part of the Principals Immersion Visits. These opportunities allowed our school leaders to visit schools across the directorate and learn from and share high quality practice. Our school DECO presented our small group 3 phase plan for inclusion at the Northside Inclusion Network.

Our teaching staff are recognised for their contribution to the learning of teachers across the ACT system and through presenting current effective practice and research at a National Level. Our EALD teacher has worked within a mentoring role across the directorate and attended the EALD ACT forum. We had 6 staff members present at the ALEA ACT conference for earlier career teachers; 11 staff, including the Deputy Principal, Executive Teachers, Literacy Coaches present at the national ALEA/AATE conference in Perth. Turner has continued its role as a lead learner facilitator in Gungahlin/Northside cluster project for Digital Literacies and our staff have had regular opportunities to share our developing expertise in 21st Century Learning. Through this project our Digital Literacy Coach presented with the Principal from Dickson College on 21st Century Literacy at the ACSA Curriculum Symposium in Brisbane.

We have continued to host fellow ACT Directorate staff and visiting staff from school across Australia and internationally to model and share impact of effective practice. Recommended by Kath Murdoch, 15 teachers from Graceville School in Queensland spent a day talking with Turner staff and observing best practice for Inquiry Learning. Inquiry practice was shared with visiting teachers from Tasmania and visiting school leaders from Singapore.

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 2018.

Reserves

Name and Purpose	Amount	Expected Completion
Staffing Days (to offset any staffing debt that the school may incur in 2019/2020)	\$88,000.00	2019/2020
School Upgrade – furniture and fan upgrade for new kindergarten classrooms.	\$10,000.00	2020

Endorsement Page

Members of the School Board

Parent Representative(s):	Aarthi Ayyar-Biddle	James Turvey	Lucy Mossop
Community Representative(s):	John Talbot		
Teacher Representative(s):	Leanne Oxley	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: 15 / 05 / 2019

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: 15 / 05 / 2019