



Turner School

Annual School Board Report 2022



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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

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

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

Summary of School Board activity

Board report for Annual Board Report 2022

After an extended time of doing things differently and restrictions to parents on site in our school due to the pandemic, we celebrated the way families supported our children and staff across this year to connect back with the school.

Family engagement was a regular agenda item at Board meetings and involvement increased through opportunities such as the Book Week mystery evenings, STEAM Festival parent experts and the Colossal Community Picnic. Almost every family attend the student led learning journeys and parent teacher interviews. A highlight of the home and school connection this year, with the support of the School Board has been the official opening of the Cultural Integrity P&C partnership garden project.

During Turner's STEAM Festival, parents and community members shared their thinking after hearing from a panel of experts about the *Turner Learner Profile* at our Parent, pizza and Q&A night. Feedback indicated a community investment in the 'learning to learn' teaching approach with a highlight of the expert panel being one of our year 6 students who talked about how skills such as being a researcher and a good communicator help her achieve her learning goals.

Each year, the teaching team at Turner looks at the achievement data, perceptions, skills and learning of our students and establishes collective goals for improvement. The focus this year was on further strengthening the implementation of the maths curriculum with support from a critical friend at Griffith University, Dr Harry Kanasa. The team continued to build our implementation of the Australian Curriculum general capabilities through the Turner Learner Profile and worked to establish an understanding of what being a positive contributor means at Turner School.

For our students, the school improvement focus means they are getting better at their numeracy skills, are increasing their skills in learning how to learn across subject areas and are understanding their obligation to make a positive impact on those around them. In addition, the Board congratulates the student leadership team on the founding of the Prime Minister and associated leadership portfolios structures for fostering student voice for a positive impact in the school.

Managing the teaching shortage was discussed at a Board level and despite the challenges, the school had only one occasion during the year where year 5/6 moved to remote learning as an essential response to staff absence. The Board endorsed the addition of an administrative staffing

officer to front office team to support the ongoing dynamic timetabling and workload related to managing day to day relief cover and teaching load for teachers and the school leadership team.

The Board approved the school budget for key maintenance improvements including management of the gardens and drains that had been significantly impacted by the wet weather. We were able to bring forward plans for furniture upgrades and purchased furniture for year 5/6 classrooms, the staff room and foyer and office spaces. Upgrade of classroom and shared spaces blinds across the school are now almost complete with blinds being installed in the hall and staffroom. The Board supported the spending for classroom and playground resources based on a teacher wish list and this included: a new stage curtain, cooperative games for the library/pergola area, outside equipment for sport with the addition of visual supports for small group students.

During the year, the Board reviewed the Personalised Learning Guidelines, first established in 2018. Key updates in the review included: Turner's Strategic Plan focus since the external review in 2021; *Equity, Agency, Access and Inclusion* descriptions to support the aim of the Education Directorate Strategic Plan; processes related to personalising for children in care; and more specific strategies for students who are gifted and/or talented.

Dale Todling- Board Chair

Allison Edmonds- School Principal

School Context

Turner School is a an active and vibrant learning community catering for over 450 students from 4 to 12 years of age. It is located close to Canberra's city centre, the Australian National University and the CSIRO. As a school located close to the city centre, the population is made up of a diverse demographic and includes a wide range of cultural backgrounds with over 35 nationalities represented. The school opened in 1953 and has a mix of traditional and open classrooms. It is unique in that it provides an inclusive education for both mainstream students and students with a disability, in an integrated Mainstream/Specialist School setting.

Turner is a values-based school and operates within a framework of support, cooperation, acceptance, respect, friendliness and fun. Turner School promotes the development of creativity, innovation, cultural appreciation and personal values to support children to become confident and creative learners equipped for a rapidly changing world. Developing an inquiry mindset is a focus and students are given input into decision making and goal setting to support them to become active and informed citizens of our broader community.

The curriculum at Turner has a strong emphasis on literacy, numeracy, social and emotional learning, sustainability, Science, music and visual and performing arts. The school is well resourced and specialist art, music and Indonesian teachers work alongside class teachers. Learning is differentiated to meet the needs of all students. Our learning program is rich, maximising authentic contexts for learning and enrichment. The school has an annual festival alternating between an art and writing focus and a STEAM focus.

Student Information

Student enrolment

In this reporting period there were a total of 446 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Gender – Male	226
Gender – Female	220
Aboriginal and Torres Strait Islander	13
LBOTE*	189
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

** If the number of non-binary students is less than six, or if gender is unknown, these are randomly assigned 'Male' or 'Female' and included in the counts.

Student attendance

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

Table: Attendance rates in percentages

Year level	Attendance rate
1	86.0
2	86.0
3	89.0
4	88.0
5	87.0
6	85.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

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

Staff Information

Teacher qualifications

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

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

Workforce composition

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

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 153 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	29.18
Teaching Staff: Full Time Equivalent Temporary	6.30
Non Teaching Staff: Full Time Equivalent	22.22

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2022-2025 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, high standards in student learning, innovation and best practice in ACT public schools.

Our school was reviewed in 2021. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range of evidence to gain an understanding of the satisfaction levels of their parents and carers, staff, and students. Annually in August/ September, ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and from 2020, students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 64.3% of parents and carers, 89.1% of staff, and 73.2% of students at this school indicated they were satisfied with the education provided by the school.

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

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

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

National opinion item	
Teachers at this school expect students to do their best.	91
Teachers give useful feedback	81
Teachers at this school treat students fairly.	89
This school is well maintained.	63
Students feel safe at this school.	83
Students at this school can talk to their teachers about their concerns.	91
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	50
Students like being at this school.	85
This school looks for ways to improve.	89
This school takes staff opinions seriously.	70
Teachers at this school motivate students to learn.	94
Students' learning needs are being met at this school.	91
This school works with parents to support students' learning.	91
Staff get quality feedback on their performance	64
Staff are well supported at this school.	67

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 28 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.	86
Teachers give useful feedback	73
Teachers at this school treat students fairly.	86
This school is well maintained.	82
My child feels safe at this school.	89
I can talk to my child's teachers about my concerns.	96
Student behaviour is well managed at this school.	71
My child likes being at this school.	82
This school looks for ways to improve.	71
This school takes parents' opinions seriously.	61
Teachers at this school motivate my child to learn.	75
My child is making good progress at this school.	75
My child's learning needs are being met at this school.	64
This school works with me to support my child's learning.	64

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 168 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	84
Teachers give useful feedback	62
Teachers at my school treat students fairly.	64
My school is well maintained.	54
I feel safe at this school	65
I can talk to my teachers about my concerns.	52
Student behaviour is well managed at my school.	33
I like being at my school.	68
My school looks for ways to improve.	69
Staff takes students' concerns seriously	57
My teachers motivate me to learn.	75
My school gives me opportunities to do interesting things.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

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

Table: Turner School BASE 2022 mean raw scores

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	72	118	44	57
ACT	65	122	40	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

NAPLAN

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

In this reporting period, 3.17 % of year 3 students and 0.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

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

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

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	468	450	547	522
Writing	443	427	504	492
Spelling	447	420	527	510
Grammar & Punctuation	459	439	516	503
Numeracy	424	409	515	496

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-December
Directorate Funding	457806.44
Contributions and Donations	9680.00
Subject Contributions	1670.00
Hire of Facilities	16928.75
External Revenue	4860.00
Sale of Assets	0.00
Interest Received	13121.33
Other School Revenue	929.52
TOTAL INCOME	504996.04
EXPENDITURE	
Utilities and General Overheads	140384.71
Security and Caretaking	2859.66
Maintenance	75941.81
Administration	37373.84
Staffing Expenditure	0.00
Communication	6530.03
Assets & Leases	146836.23
General Expenses	28598.62
Educational Resources	68405.95
Subject Consumables	507.68
Directorate Funded Payments	3879.03
Other Payments	1842.95
TOTAL EXPENDITURE	513160.51
OPERATING RESULT	-8164.47
Accumulated Funds	435972.12
BALANCE	427807.65

Voluntary Contributions

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

Reserves

Name and Purpose	Amount	Expected Completion
Staffing Debt 2022 Contingent on the possibility of incurring a staffing debt due to increased staffing needs for 2022. The Directorate will notify towards the end of 2022 if there is a debt and it will be payable in 2023.	\$50 000	February 2023

Endorsement Page

Members of the School Board

Parent Representative(s): Dale Todling, Aarthi Ayyar-Biddle, Chris Hall

Community Representative(s):

Teacher Representative(s): Jayne Murray, Antonia McGuire

Board Chair: Dale Todling

Principal: Allison Edmonds

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

2022 Board Chair Signature: *Dale Todling*

Date: 30/ 04/ 2023

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

Principal Signature: *Allison Edmonds*

Date: 30 / 04 / 2023