

# Turner School

Network: North Canberra/ Gungahlin

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## Impact Report 2023

### The purpose of this document

This document flows directly from our Action Plan for 2023 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 Focus Area 2022-2025

*Ensure equitable access to high quality learning including ensuring children and young people are engaged in their learning by taking a holistic view of their unique needs and interests, respecting that they are active participants in their learning and can make choices about what and how they learn.*

#### **In 2023 our school continued to support this Strategic Indicator through priority to:**

Increase learners' ability to demonstrate globally essential skills.

Increase learners' ability to demonstrate obligation to self and community.

- Equity at Turner is promoted through explicit teaching and opportunities for students to apply globally essential skills for learning that are practiced through developing students as a 'Turner Learner': *I am becoming literate, becoming numerate, a self-manager, a researcher, a communicator, a collaborator, a thinker and a positive contributor.*
- This approach is supported by the research from Helen Timperley and Viviane Robinson, two experts that the ACT Education Directorate supported all school leaders to access in 2023. In addition, Turner's continuing partnerships with Dr Harry Kanasa (Griffith University) and Sam Hardwicke (Education Directorate) has further supported the research and resulting embedding of the globally essential skills.
- This year's coaching partnership with Graeme Hinckman from Murrumbidgee, related to supporting our students in becoming positive contributors, was significant in cultivating a *culturally safe environment, an inclusive environment and a learning community where students have agency in becoming a learner* (ED 22-25 Strategic Plan).
- Teaching and learning centred on individual students is achieved at Turner through implementing the Personalised Learning Guidelines with the inclusion of a case management approach. This three-tiered approach is contextualised from the researched framework *Response to Intervention*. Each level of support and associated strategies is informed by student data, allied health consultation and a strong research base.
- Multiple sources of data is used to get closer and closer to the students point of need. Staff analyse whole school data (including trends over time), classroom data and individual data.

## Education Directorate Strategic Focus Area 2022-2025

*Aim that staff feel supported, safe and empowered to meet the needs of all children and young people.*

**In 2023 our school supported this Strategic Indicator through priorities to:**

Increase learners' ability to demonstrate Literacy and Numeracy skills

Increase learners' ability to demonstrate globally essential skills

Increase learners' ability to demonstrate obligation to self and community.

Our school improvement strength to ensure high quality teaching in our schools lies in Turner staff's collective responsibility to stay the course and ensure all stakeholders are wedded to the school vision. In 2021, the staff, parents and students collaborated to design the current Strategic Plan. The implementation of the plan through facilitating high quality teaching is centred on three elements:

1. *Each teacher is an inquirer and we build and test our collective expertise:* Turner School recognises 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 are researchers, executing sound judgement on student learning. Teacher expertise is strengthened by widening the circle of collaboration 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 has an embedded implementation of high impact teaching strategies (Turner's Pedagogical Framework) 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.

## Reporting against our priorities

### **Priority 1: Increase learners' ability to demonstrate Literacy and Numeracy skills**

*(I am becoming Literate, I am becoming Numerate)*

#### Targets or measures

By the end of 2026 we will achieve:

[Student learning data](#)

\*5% growth in percentage of year 3 achieving in the top 2 proficiency levels of NAPLAN each year (2023 baseline): Reading, Writing, Numeracy

\*5% growth in percentage of year 5 achieving in the top 2 proficiency levels of (2023 baseline): Reading, Writing, Numeracy.

\*Growth in percentage of students from years 1-6, and including P-Unit (small group+ learning differences grades) (using **2022** as a baseline) achieving above benchmark grades (A and B) for English and Maths.

Process data

\*Embed use of Australian Curriculum Literacy and Numeracy Continuum to inform planning.

\*Embed practice of targeted short teacher inquiry cycles of improvement using Multiple Sources of Data including diagnostic assessment for:

- PM Benchmarks – English
- SENA – Maths

\*Explore use of Personalised Indicators to establish a data set to show growth targets for students in Disability Education Program.

In 2023 we implemented this priority through the following strategies:

1. Embedding whole school language and practice related to I am becoming literate and I am becoming numerate.

Please note, the national data set for NAPLAN has changed in 2023 and cannot be compared to previous data. Targets have been adjusted to reflect the new data set and 2023 data is the baseline.

Student learning data

**Reading and Writing** For each cohort, increase the number of students achieving in the top two proficiency levels of NAPLAN: Writing by 5% and Reading by 5%.

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**Numeracy:** For each cohort, increase the number of students achieving in the top two proficiency levels of NAPLAN: Writing by 5% and Reading by 5%.

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% of students achieving A and B grades for years 1-6 in English and Maths

Year Group	2022	2023	2024	2025	2026
1- English	45%	39%			50%
1- Maths	46%	47%			51%
2- English	48%	56%			53%
2- Maths	64%	63%			69%
3- English	46%	40%			51%
3- Maths	68%	64%			73%
4- English	46%	44%			51%
4- Maths	60%	69%			65%
5- English	48%	47%			53%
5- Maths	59%	58%			64%
6- English	59%	62%			64%
6- Maths	48%	69%			53%

*School program and process data*

*\*\*beginning, consolidating, embedded*

Targets or Measures	Base	2022	2023	2024	2025	2026
Embed use of Australian Curriculum Literacy and Numeracy Continuum to inform planning.	Beginning	Consolidating	Consolidating			
Embed practice of targeted short teacher inquiry cycles of improvement using Multiple Sources of Data including: diagnostic assessment for PM Benchmarks- English and SENA- Maths	Beginning	Consolidating	Consolidating			

Explore use of Personalised Indicators to establish a data set to show growth targets for students in Disability Education Program.	Beginning	Consolidating	Beginning Revising process.			
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### What this evidence tells us

- *Note that the NAPLAN marking system changed this year to indicate proficiency level and it cannot be compared with previous year's data. We can however, compare to schools in our system and similar ICSEA schools to see if our baseline level is comparative.*
- Comparatively to Year 3 NAPLAN achievement in ACT Public Schools we sit at an achievement level 9% above the average for Numeracy, 16% above the average for Reading and 21% above in writing. Comparatively to like schools (ICSEA), we sit within the same achievement range for all areas.
- Comparatively to Year 5 NAPLAN achievement in ACT Public Schools we sit at an achievement level 9% above the average for Numeracy, 7% above the average for Reading and 4% above in writing. Comparatively to like schools (ICSEA) within the same achievement range for all areas.
- Comparatively to A-E achievement in ACT Public Schools for year 1 to year 6 we sit at an achievement level 4% above the average for English, 6% above the average for Mathematics. This alignment shows us that our moderation practices are consistent for English and needs some investigation for mathematics.
- We are maintaining growth in our A-E within school data (average of 54% with some year groups showing more growth than others including exceeding target in numeracy in years 2,4 and 6 and decrease in achievement from last year in English for years 1 and 3.

### Our achievements for this priority

#### **Actions completed related to increasing students' achievement in spelling and number concepts include:**

- *All classroom teachers using Australian Curriculum Literacy and Numeracy Progressions in planning.*
- *Increased the use of rich text models for reading and writing in the classroom with a focus on explicit teaching of phonemic awareness, spelling and vocabulary.*
- *Development of a mentor text assessment checklist.*
- *Every child, from preschool to year 6 had a co-constructed literacy/spelling goal and number concept goal. Goals were individualised, scaffolded and different across student ages and capabilities, teacher and students conferred at least weekly to reflect on where goals were up to and design next step strategies and actions for learning.*
- *Increasing staff capability in maths assessment and moderation to ensure we are meeting students at the closest point of need. This included further exploration of how to best assess numeracy learning for students who have a complex range of learning needs.*

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

#### **Next step considerations for 2024 Annual Action Plan:**

- Increased implementation of inquiry spirals for literacy to respond to current data and plan accordingly to further improve student outcomes.
- Further embed moderation strategies related to accuracy of A-E grades.
- Further embed use of *mentor texts* and *workshop model* to support explicit teaching of literacy foundation skills.
- Maintain implementation of numeracy assessment, moderation and numeracy progression planning.
- Ongoing induction and capacity building for staff new to Turner.
- Re-instating literacy and numeracy workshops for parents.

**Priority 2: Increase learners' ability to demonstrate globally essential skills  
(I am a self-manager, I am a thinker, I am a researcher, I am a communicator)**

Targets or measures

By the end of 2026 we will achieve:

*Student Learning Data:*

- \*Explore growth in percentage of students from years 1-6, and including P-Unit (small group and learning differences grades) achieving above benchmark grades (A and B) in HASS and Science.
- \*increase % of students meeting an average of 'consistently' in reporting of personal and social capabilities.

*School Processes Data:*

- \*Student and teacher process for co-constructing general capabilities rubric is embedded.
- \*moderation process across year groups embedded for HASS and Science Inquiry Skills indicators in the Australian Curriculum
- \*moderation process across year groups embedded for Personal and Social Capability indicators in the Australian Curriculum

*Perception Data:*

*School Satisfaction/Climate Survey Data: Increase agreement (+3%) for the following statements:*

- \*'Students at this school are being equipped with the capabilities to learn and live successfully'
- \*'My school gives me opportunities to do interesting things'
- \*I am satisfied 'my child' is getting a good education.

In 2023 we implemented this priority through the following strategies:

1. Embedding whole school language (staff, students, community) related to *I am a thinker*.
2. Short Sharp Cycles of Improvement and resulting classroom implementation responding to multiple sources of data and case management data.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan. \* green within range or exceeding incremental target by over 5% \* red is below 5% of meeting target.*

*Student learning data*

Targets or Measures	2021	2022	2023	2024	2025	2026
3% of students achieving above benchmark grades (A and B) in HASS and Science.						
Year 1	23%	29%	42%			Aim 26%
Year 2	47%	40%	49%			Aim 50%
Year 3	36%	41%	47%			Aim 39%
Year 4	63%	48%	55%			Aim 67%
Year 5	61%	54%	47%			Aim 64%
Year 6	75%	56%	62%			Aim 79%

*Student learning data*

Targets or Measures	2021	2022	2023	2024	2025	2026
3% increase of students from years 1-6 meeting average of 'consistently' for personal and social capability (i.e. at least 5 out of 10 marks of 'consistently' in attitudes)						
Kindergarten	58%	65%	44%			Aim 61%
Year 1	38%	41%	50%			Aim 41%
Year 2	49%	46%	62%			Aim 52%
Year 3	68%	70%	61%			Aim 71%
Year 4	71%	78%	70%			Aim 74%
Year 5	57%	61%	69%			Aim 60%
Year 6	71%	65%	65%			Aim 74%

*Perception data*

Targets or Measures	Base (2021)	2022	2023	2024	2025	2026
'Students at this school are being equipped with the capabilities to learn and live successfully'						
Staff	96%	87%	78%			maintain
Students	77%	60%	69%			Aim 80%
Parents	81%	67%	77%			Aim 84%

*Perception data*

Targets or Measures	Base	2022	2023	2024	2025	2026
'My school gives me opportunities to do interesting things'						
Students	N/A	76%	76%			Aim 79%

*Perception Data*

Targets or Measures	2021	2022	2023	2024	2025	2026
School Climate Academic Emphasis						
Staff	93%	86%	97%			Maintain
Students	89%	78%	84%			Maintain
Parents	85%	78%	84%			Maintain

*School program and process data*

*\*\*beginning, consolidating, embedded*

Targets or Measures	Base	2022	2023	2024	2025	2026
Co-constructed Turner Learner rubric embedded in planning for each of the assets: 8 in total	4/8	6/8	7/8			8/8
Moderation process for HASS and Science skills embedded across teams	-	-	Beginning			Embedded

Moderation process for personal and social capability indicators embedded across teams	-	-	Beginning			Embedded
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### What this evidence tells us

- There has been a significant increase in students achieving above benchmark for Science and HASS in the junior years.
- There has been a significant drop of students in kindergarten achieving at a consistent standard for the Australian Curriculum personal and social capability.
- There has been a drop in staff perception related to teaching skills for the 21<sup>st</sup> Century.
- Note an increase in perceptions related to academic emphasis across students, staff and parents.

### Our achievements for this priority

#### **Actions related to developing students' critical and creative thinking skills:**

- Continued building teacher capability and confidence in implementing high impact strategies for '21<sup>st</sup> Century' learning with staff confidence in their implementation related to explicit teaching, feedback, conferring, goal setting and inquiry.
- All students from Kindergarten to year 6 have a Turner Learner profile goal and these are reflected on across the year and evidence of growth is gathered and shared through portfolios.
- All teachers completed professional learning led by critical friend Kath Murdoch during the year to increase the rigour in planning for teaching with stronger alignment to the Australian Curriculum concepts.
- During the Festival, 3-6 classes co-constructed 'I am a Communicator' rubrics across all curriculum areas used for student self-reflection.
- The year 5/6 team completed action research exploring the *ICT for Communication* continuum on Australian Curriculum and this was shared for staff learning.
- There was a focus on text creation through the Artists' and Writers' Festival, communicating stories building the Turner Learner asset of 'I am a communicator'.

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

#### **Next step considerations for 2024 Annual Action Plan:**

##### **Develop Project Based Learning experiences linked with STEAM (semester 2)**

*Science Project Based Learning experience across each cohort in semester 2 (linked with STEAM Festival)*

- Aligning STEAM curriculum areas to map/assess thinker, researcher learner assets.
- Embedding class co-constructed thinker and researcher rubric in every classroom
- Engaging critical friends across STEAM Festival Week (term 3) to support planning of 'Thinker' and 'Researcher' asset.
- Harnessing the annual STEAM Festival as an opportunity to dive deep into the globally essential skills and links with excursions/incursions, cross school STEAM Challenges, personalised goal setting for students related to 'I am a thinker', 'I am a researcher'.



- Increase teacher confidence in explicit teaching of Australian Curriculum 'big concepts' linking content with general capabilities (21 Century skills).
- Further increase teacher capability and confidence in all high impact strategies from Turner's Pedagogical Framework with particular focus on induction for new staff.
- Increase visibility of the alignment of the Turner Learner Profile and 21<sup>st</sup> Century Skills.

**Priority 3: Increase learners' ability to demonstrate obligation to self and community.**  
**(I am a collaborator, I am a positive contributor)**

**Targets or measures**

By the end of 2026 we will achieve:

*Perception Data:*

*School Climate Survey*

\*Increase in percentage of students/staff/parents agreeing and strongly agreeing with statements:

- I am happy to be a part of this school

\*Increase in percentage of students agreeing and strongly agreeing with happiness and life satisfaction indicators in the school climate survey.

*School Processes Data:*

\*Development of a whole school Social and Emotional Literacy scope and sequence.

\*Development of a common language for Cultural Integrity across the school.

In 2023 we implemented this priority through the following strategies.

1. Developing whole school language (staff, students, community) related to *I am a positive contributor*

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

*Perception data*

Targets or Measures	2021	2022	2023	2024	2025	2026
Percentage of students/staff/parents agreeing and strongly agreeing with statement: <i>I (student) am happy to be a part of this school.</i>						
Staff	96%	84%	78%			Maintain
Students	83%	68%	67%			Aim 87%
Parents	91%	82%	89%			Maintain

*Perception data*

Targets or Measures	2021	2022	2023	2024	2025	2026
Percentage of students agreeing and strongly agreeing with happiness and life satisfaction indicators in the school climate survey.						
Students	72%	72%	72%			Aim 75%

*School program and process data*

*\*\*beginning, consolidating, embedded*

Targets or Measures	Base	2022	2023	2024	2025	2026
Development of whole school Social and Emotional scope and sequence	-	-	Beginning			Embedded

Development of a common language for Cultural Integrity across the school.	-	Beginning	Consolidating			Embedded
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### What this evidence tells us

- Students' overall happiness has been maintained across the past 3 years and this happiness indicator is higher than ACT average (Public Schools).
- There is a continuing drop of perceptions related to students feeling happy to be a part of Turner School.

### Our achievements for this priority

#### **Actions achieved related to developing whole school language (staff, students, community) related to 'I am a positive contributor':**

- Continuing to embed shared strategies for rituals, check in processes (Staff & class) and acknowledgement to Country.
- Exploring 'I am a positive contributor' during the Artists' and Writers' festival through a focus on Positive Contributor to the years 3-6 Writers' Awards.
- Teachers co-constructing behaviour flow charts including strategies to respond to major and minor behaviours to support students to understand expectations around obligation to the Turner SCARFF values, (Major/Minor Chart).
- Developed a whole school (teachers) glossary related to Cultural Integrity and Positive Contributor.

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

#### **Next step considerations for 2024 Annual Action Plan:**

- To increase student voice and visibility across the school in the Turner Glossary for Cultural Integrity and Positive Contributor.
- To involve student voice in a collective understanding of Turner SCARFF values leading positive behaviour interactions as support by the 'Major/Minor chart.
- Continue to embed classroom rituals and check-ins to build connection between students, staff and community.
- Consistent language evident in Social Emotional Literacy Program. Obligation, Who am I?, Who am I with my relationships? How are we together?

### 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 report progress and achievements either within their QIP or in the section below.

*QIP area linked to priority: Increase learners' ability to demonstrate Literacy and Numeracy skills (I am becoming Literate, I am becoming Numerate)*

**2023 focus action: Quality Area 1**, ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.

**Actions achieved toward this priority in 2023:**

- PLC PK group - main question around the influence of sound in building foundational literacy concepts, particularly phonological awareness, through the use of music, movement and singing.
- Continuing to implement the use of visuals to support students in positive play and following preschool routines.
- Providing a range of differentiated activities to meet interests and needs in literacy and numeracy – e.g. extending number play opportunities for a particular student with high interest and aptitude with numbers.
- Team discussions and PL around supporting EALD learners with building language and communication.
- Maintaining hand over of information (class summary) for children with specific personalised needs so all staff working with the child can make adjustments to support learning and wellbeing.

**QIP area linked to priority: Increase learners' ability to demonstrate globally essential skills** (I am a self-manager, I am a thinker, I am a researcher, I am a communicator)

**2023 focus action: Quality Area 1**, ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.

**Actions achieved toward this priority in 2023:**

- Professional learning around the specific needs of EALD students in order to support some of our beginning English speakers when communicating.
- Clear routines established that allow for independence in self-management
- Embedded inquiry practice providing multiple opportunities every day for building researcher skills and for communicating wonderings – dynamic interaction between staff and students, modelling of inquiry language
- Inquiry PL and discussions with Kath Murdoch across whole of Turner staff
- Ensuring evidence in planning shows links to opportunities to build self-management and communication for students, with reflective changes depending on particular student needs.
- Multi-step visual checklists for preschool routines, e.g. washing hands, sunscreen.
- Word walls with graphics attached.
- Letter detective activities linking visuals with language.
- Adjustments for particular children - e.g. using gestures and hand symbols, and specific visuals provided by speech pathologists.

**QIP area linked to priority: Increase learners' ability to demonstrate obligation to self and community.** (I am a collaborator, I am a positive contributor)

**2023 focus action:** Quality Area 5 (relationships with students) ensuring staff are personalising for student need and have consistency in approach to build positive relationships. And Quality Area 6 (community connections) to build strong connection between home and the local community.

**Actions achieved toward this priority in 2023:**

- Community engagement through open mornings, parent pampering mornings, learning journeys and ongoing formal and informal communication during drop-off and pick-up, with formal interviews arranged where needed.
- Transition afternoons for new preschoolers the year before, with individual parent interviews right at the beginning of the year (new process)
- Development of PK rubric for positive contributor, with language used in teaching situations
- Continuing to implement use of visuals to support students in positive play and following preschool routines.
- Explicit teaching of SEL skills, using the Turner assets.
- Maintaining hand over and sharing of information (class summary) for children with specific personalised needs so all staff working with the child can make adjustments to support learning and wellbeing.
- Turner processes - behaviour support plans, class lists.
- Engaging children and staff in local walks to support communication and recounts between child and home.
- Deepening and personalising connections between home and school through the use of SeeSaw.

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