

# Turner School

Network: North/Gungahlin

## School Improvement Plan 2022-2026



## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

Analysis ⇒ Priorities ⇒ Strategies ⇒ Actions ⇒ Impact (for student)

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

## Our school's improvement agenda positioned within the Directorate's Strategic Plan

### Vision, Purpose and Values

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision: **Valuing Diversity, Learning for Life, Thriving Together**

Directorate's purpose: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

School's Purpose:



Global priorities for education and our intention for the Turner student are centred on every young person developing agency in, becoming literate and numerate; being equipped with the skills and dispositions to learn and live successfully; and positively connected with and contributing to their community and beyond.

At Turner we look at intentions for our learners through the student, staff and parent co-constructed *Turner Learner Profile*: ***I am becoming literate; I am becoming numerate; I am a self-manager; I am a thinker; I am a researcher; I am a communicator; I am a collaborator; I am a positive contributor.***

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: **Support, Cooperation, Acceptance, Respect, Friendliness and Fun. (SCARFF)**

## Education Directorate's Strategic Goals for 2018-2021

*\*To note: updated when the ED 2022-2026 strategic goals are available*

- Schools where students love to learn
- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

## Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

*The Directorate annually publishes progress against its Strategic Indicators. Our school's contributions to these Strategic Indicators are detailed in our annual Impact Reports.*

## Turner School, Models of Practice

### Multiple Sources of Evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework.\*

### Pedagogical Framework

Through evidence-based research and in school context implementation, Turner staff have co-constructed agreed high impact strategies that are implemented in every classroom to meet school improvement targets.

Learning Goals,	Workshop Model	Explicit Teaching	Feedback	Conferring	Collaborative Inquiry	Learner Assets and Dispositions	Differentiation	Wellbeing
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### Case Management Approach

Case Management is a three-tiered approach and contextualised to Turner School from the researched framework *Response to Intervention*. Each tier is informed by student data and each provides deeper data about student need.

- Tier 1: Universal practices that support all students.
- Tier 2: Explicit teaching interventions and learning accommodations to support specific need.
- Tier 3: Expert support for learning from school psychologists, Allied Health and targeted teaching.

### Home and School Engagement

Connection between home and school is fostered in line with our Parent Communication Guidelines and includes

- Direct communication between home and classroom teacher
- Communication around learning and wellbeing
- Communication around community connection

### Teacher Professional Learning

- Coaching, Mentoring and new staff induction
- Critical Partnerships with experts
- Regular targeted professional learning from experts in education.

\*For schools with a preschool setting their Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.

## Our Improvement Priorities

### Increase learners' ability to demonstrate Literacy and Numeracy skills

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

The statement below details our vision for how this priority will impact the experience of school for our students.

Literacy influences an individual's ability to achieve goals, develop knowledge and potential and participate fully in society. Numeracy allows learners to problem solve in a continually changing world and confidently and effectively use mathematics to meet the everyday demands of life (UNESCO, 2004). Learners will demonstrate the skills to use language and mathematics to learn, communicate with, problem solve and transfer skills gained to successfully participate in the world around them.

Learners will demonstrate this through:

- reading, viewing, speaking, writing, and creating in different ways and contexts for different purposes.
- investigating, representing, and interpreting situations in personal and school life.

### Targets/Measures to be achieved by 2026

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<p><b>Student learning data</b></p> <p>*5% growth in percentage of year 3 achieving in the top 2 bands of NAPLAN (2021 baseline):</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Numeracy</li> </ul> <p>*3% growth in percentage of year 5 students meeting or exceeding NAPLAN growth targets (2021 baseline):</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Numeracy</li> </ul> <p>*Growth in percentage of students from years 1-6, and including P-Unit (small group+ learning differences grades) achieving above benchmark grades (A and B)</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> </ul> <p><b>Process data</b></p> <p>*Embed use of Australian Curriculum Literacy and Numeracy Continuum to inform planning.</p> <p>*Embed practice of targeted short teacher inquiry cycles of improvement using Multiple Sources of Data including: diagnostic assessment for</p> <ul style="list-style-type: none"> <li>• PM Benchmarks- English</li> <li>• SENA- Maths</li> </ul> <p>*Explore use of Personalised Indicators to establish a data set to show growth targets for students in Disability Education Program.</p>	<p><b>Student learning data</b></p> <p>Year 3 achieving in the top 2 bands of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading: <b>63.1%</b></li> <li>• Writing: <b>52.4%</b></li> <li>• Numeracy: <b>49.2%</b></li> </ul> <p>Kindergarten and Year 5 students meeting or exceeding BASE/NAPLAN growth targets:</p> <ul style="list-style-type: none"> <li>• BASE Reading: <b>67.9%</b></li> <li>• BASE Maths: <b>71.7%</b></li> <li>• Reading: <b>76.1%</b></li> <li>• Writing: <b>68.3%</b></li> <li>• Numeracy: <b>59.1%</b></li> </ul> <p>(Sem 2, 2021) of students from years 1-6 achieving above benchmark grades (A and B)</p> <ul style="list-style-type: none"> <li>• English:</li> </ul> <p><b>Total A and Bs:</b></p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td><b>19%</b></td><td><b>44%</b></td><td><b>49%</b></td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td><b>59%</b></td><td><b>48%</b></td><td><b>63%</b></td></tr> </table> <ul style="list-style-type: none"> <li>• Maths:</li> </ul> <p><b>Total A and Bs:</b></p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td><b>31%</b></td><td><b>49%</b></td><td><b>49%</b></td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td><b>58%</b></td><td><b>59%</b></td><td><b>74%</b></td></tr> </table>	Year 1:	Year 2:	Year 3:	<b>19%</b>	<b>44%</b>	<b>49%</b>	Year 4:	Year 5:	Year 6:	<b>59%</b>	<b>48%</b>	<b>63%</b>	Year 1:	Year 2:	Year 3:	<b>31%</b>	<b>49%</b>	<b>49%</b>	Year 4:	Year 5:	Year 6:	<b>58%</b>	<b>59%</b>	<b>74%</b>	<p>Year 3 achieving in the top 2 bands of NAPLAN (+5%):</p> <ul style="list-style-type: none"> <li>• Reading: <b>68%</b></li> <li>• Writing: <b>57%</b></li> <li>• Numeracy: <b>54%</b></li> </ul> <p>Kindergarten and Year 5 students meeting or exceeding BASE/NAPLAN growth targets (+3%):</p> <ul style="list-style-type: none"> <li>• BASE Reading: <b>71%</b></li> <li>• BASE Maths: <b>75%</b></li> <li>• Reading: <b>79%</b></li> <li>• Writing: <b>71%</b></li> <li>• Numeracy: <b>62%</b></li> </ul> <p>3% increase of students from years 1-6 achieving above benchmark grades (A and B):</p> <ul style="list-style-type: none"> <li>• English:</li> </ul> <p><b>Total A and Bs:</b></p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td><b>22%</b></td><td><b>47%</b></td><td><b>52%</b></td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td><b>62%</b></td><td><b>51%</b></td><td><b>66%</b></td></tr> </table> <ul style="list-style-type: none"> <li>• Maths:</li> </ul> <p><b>Total A and Bs:</b></p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td><b>34%</b></td><td><b>52%</b></td><td><b>52%</b></td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td><b>61%</b></td><td><b>62%</b></td><td><b>77%</b></td></tr> </table> <p><b>** establish a data set to show growth targets for students in Disability Education Program. To be updated at end of 2022.</b></p>	Year 1:	Year 2:	Year 3:	<b>22%</b>	<b>47%</b>	<b>52%</b>	Year 4:	Year 5:	Year 6:	<b>62%</b>	<b>51%</b>	<b>66%</b>	Year 1:	Year 2:	Year 3:	<b>34%</b>	<b>52%</b>	<b>52%</b>	Year 4:	Year 5:	Year 6:	<b>61%</b>	<b>62%</b>	<b>77%</b>
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## Our Improvement Priorities

**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)**

The statement below details our vision for how this priority will impact the experience of school for our students.

Global essential skills involve an ability to think independently, and plan for and respond to different contexts in informed and creative ways. Learners will become strong communicators and be able to work productively with others, ensuring an openness to life-long learning and an ability to adapt to a changing world.

Learners will demonstrate this through:

- Applying new ideas in different contexts and seeing existing situations in new ways. Identifying and thinking critically about alternative sources explanations and making new links that generate positive outcomes.
- Communicating, listening to and sharing ideas confidently in different ways and for different purposes.
- Setting directions, taking responsibility, and staying focussed to work toward personal goals.

### Targets/Measures to be achieved by 2026

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<p><b>Student Learning Data:</b></p> <p>*Explore growth in percentage of students from years 1-6, and including P-Unit (small group+ learning differences grades) achieving above benchmark grades (A and B) in HASS and Science.</p> <p>*increase % of students meeting an average of 'consistently' in reporting of personal and social capabilities.</p> <p><b>School Processes Data:</b></p> <p>*Student and teacher process for co-constructing general capabilities rubric is embedded.</p> <p>*moderation process across year groups embedded for HASS and Science Inquiry Skills indicators in the Australian Curriculum</p> <p>*moderation process across year groups embedded for Personal and Social Capability indicators in the Australian Curriculum</p> <p><b>Perception Data:</b></p> <p><i>School Satisfaction/Climate Survey Data:</i> Increase agreement for the following statements:</p> <p>*'Students at this school are being equipped with the capabilities to learn and live successfully'</p> <p>*'My school gives me opportunities to do interesting things'</p> <p>*I am satisfied 'my child' is getting a good education.</p>	<p>% of students achieving above benchmark grades (A and B) in HASS and Science.</p> <p><b>Total A and Bs:</b></p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td>23%</td><td>47%</td><td>36%</td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td>63%</td><td>61%</td><td>75%</td></tr> </table> <p>% of students from years 1-6 meeting average of consistently for personal and social capability.</p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td>38%</td><td>49%</td><td>68%</td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td>71%</td><td>57%</td><td>71%</td></tr> </table> <p>'Students at this school are being equipped with the capabilities to learn and live successfully'</p> <table> <tr> <td>Staff</td><td>Students</td><td>Parents</td></tr> <tr> <td>96.4 (2020)</td><td>77% (2020)</td><td>81% (2020)</td></tr> </table> <p>'I am interested in what I learn'</p> <table> <tr> <td>Staff</td><td>Students</td><td>Parents</td></tr> <tr> <td>-</td><td>64%</td><td>-</td></tr> </table> <p>School Climate Academic Emphasis</p> <table> <tr> <td>Staff</td><td>Students</td><td>Parents</td></tr> <tr> <td>93%</td><td>89.4%</td><td>85.4%</td></tr> </table>	Year 1:	Year 2:	Year 3:	23%	47%	36%	Year 4:	Year 5:	Year 6:	63%	61%	75%	Year 1:	Year 2:	Year 3:	38%	49%	68%	Year 4:	Year 5:	Year 6:	71%	57%	71%	Staff	Students	Parents	96.4 (2020)	77% (2020)	81% (2020)	Staff	Students	Parents	-	64%	-	Staff	Students	Parents	93%	89.4%	85.4%	<p>+3% increase of students achieving above benchmark grades (A and B) in HASS and Science.</p> <p><b>Total A and Bs:</b></p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td>26%</td><td>50%</td><td>39%</td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td>67%</td><td>64%</td><td>79%</td></tr> </table> <p>+3% increase of students from years 1-6 meeting average of consistently for personal and social capability.</p> <table> <tr> <td>Year 1:</td><td>Year 2:</td><td>Year 3:</td></tr> <tr> <td>41%</td><td>52%</td><td>71%</td></tr> <tr> <td>Year 4:</td><td>Year 5:</td><td>Year 6:</td></tr> <tr> <td>74%</td><td>60%</td><td>74%</td></tr> </table> <p><b>+3% increase from 2021:</b></p> <p>'Students at this school are being equipped with the capabilities to learn and live successfully'</p> <table> <tr> <td>Staff</td><td>Students</td><td>Parents</td></tr> <tr> <td>99%</td><td>80%</td><td>84%</td></tr> </table> <p>'I am interested in what I learn'</p> <table> <tr> <td>Staff</td><td>Students</td><td>Parents</td></tr> <tr> <td>-</td><td>67%</td><td>-</td></tr> </table> <p>School Climate Academic Emphasis</p> <table> <tr> <td>Staff</td><td>Students</td><td>Parents</td></tr> <tr> <td>96%</td><td>91%</td><td>88%</td></tr> </table>	Year 1:	Year 2:	Year 3:	26%	50%	39%	Year 4:	Year 5:	Year 6:	67%	64%	79%	Year 1:	Year 2:	Year 3:	41%	52%	71%	Year 4:	Year 5:	Year 6:	74%	60%	74%	Staff	Students	Parents	99%	80%	84%	Staff	Students	Parents	-	67%	-	Staff	Students	Parents	96%	91%	88%
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## Our Improvement Priorities

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

The statement below details our vision for how this priority will impact the experience of school for our students.

The word 'obligation' is a word of significance in Indigenous communities and places emphasis on the responsibility of the individual to make a positive contribution to their community. Learners will develop a strong sense of self, an understanding of the importance positive relationships with others and their environment and endeavour to positively impact their community and wider world.

Learners will demonstrate this through:

- Understanding factors of wellbeing and identity, including awareness of strengths, perceptions, self-regulation physical health, and how that has come to be- '**Who Am I?**'
- Developing and maintaining positive relationships with other people, the environment and learning.- '**Who am I in my relationships?**' and '**Who am I with Country?**'
- Connecting with their community (immediate and wider) and taking responsibility to positively impact all- '**How are we together?**'

## Targets/Measures to be achieved by 2026

Measure	Starting Point (2021)	Target (2026)																
<p><i>Perception Data:</i></p> <p><i>School Climate Survey</i></p> <p>*Increase in percentage of students/staff/parents agreeing and strongly agreeing with statements:</p> <ul style="list-style-type: none"><li>I am happy to be a part of this school</li></ul> <p>*Increase in percentage of students agreeing and strongly agreeing with happiness and life satisfaction indicators in the school climate survey.</p> <p><i>School Processes Data:</i></p> <p>*Development of a whole school Social and Emotional Literacy scope and sequence.</p> <p>*Development of a common language for Cultural Integrity across the school.</p>	<p>*percentage of students/staff/parents agreeing and strongly agreeing with statement:</p> <p>I am happy to be a part of this school</p> <table><tr><td>Staff</td><td>Students</td><td>Parents</td></tr><tr><td>96%</td><td>84%</td><td>-</td></tr></table> <p>*percentage of students agreeing and strongly agreeing with happiness and life satisfaction indicators in the school climate survey.</p> <table><tr><td>Students</td><td>72%</td></tr></table>	Staff	Students	Parents	96%	84%	-	Students	72%	<p>+3% increase of students/staff/parents agreeing and strongly agreeing with statements:</p> <p>I am happy to be a part of this school</p> <table><tr><td>Staff</td><td>Students</td><td>Parents</td></tr><tr><td>99%</td><td>87%</td><td>-</td></tr></table> <p>+5% increase of students agreeing and strongly agreeing with happiness and life satisfaction indicators in the school climate survey.</p> <table><tr><td>Students</td><td>75%</td></tr></table>	Staff	Students	Parents	99%	87%	-	Students	75%
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## Endorsement

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This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

### Principal

Name: Allison Edmonds

Date: April 2022

### Director School Improvement

Name: Judith Hamilton

Date: April 2022

### Board Chair

Name: Dale Todling

Date: April 2022