Turner School
Impact Report 2018

Context

2018 was the second year of the new School Plan 2017 to 2021 and followed the highly successful external School Review that took place in 2016. In the Review the school was commended on its school improvement processes that involved staff, students and the community, and the inquiry stance the school took towards continually improving. This systematic approach to planning, reflecting and collaborating as a staff and school community has continued and was carried into 2018. The recognition across the ACT and beyond as a highly effective school has meant that Turner has hosted many visiting school leaders and teachers across 2018. This has enabled the school to share practices, which was a 2016 Review recommendation and at the same time build capacity of our own teachers, coaches and school leaders as they hosted visiting educators.

A new principal commenced in 2018 and some of our 2017 school leadership team have moved on to lead in other ACT schools in 2018. These changes have provided further leadership opportunities for Turner aspiring leaders and leaders from outside the school to bring their expertise into the team. The embedded practices at the school have meant the school has further strengthened its improvement agenda.

Methodology

In 2018 Turner School had an active School Improvement Committee to drive the implementation of the School Plan initiatives, to reflect on the impact of actions and to plan ongoing improvement with the staff, students, community and School Board. The role of the school improvement committee was further strengthened to focus on the team leading a culture of improvement across the school, with members leading data discussions in year group teams, and present and support the school improvement agenda at staff meetings.

The School Improvement Committee consisted of the 7 executive team members, the 2 staff Board representatives and 4 other teachers, from across teaching teams, who volunteered to be on the committee making it a group of 12 for 2018.

To ensure school improvement is seen as a normal part of the school's ongoing learning and work, the meeting schedule for each term in 2018 saw 2 School Improvement Committee meetings and 2 staff meetings scheduled. Every Board meeting had a standing item on school improvement where the progress against each of the school's priorities was discussed. The on improvement in board meetings for 2018 was the community articulation of Turner's approach to personalising learning for every child. At every Board and P&C meeting the principal presented a written and verbal report that included a standing item on school improvement. Each term a number of newsletters had a featured column on school improvement, providing families the details of the actions within each of the two priorities and the impact of our work. Throughout the year we held teacher, parent and student forums to discuss aspects of our school improvement focus. Our student forums provided our students with the opportunity to give feedback and ideas. In 2018, the school introduced termly podcasts, which further communicated our improvement agenda through the voice of the school improvement committee, students and a highly successful final podcast presented by 3 parent representatives.

The School Improvement Committee developed *Theories of Action* for each of the priorities on A2 coloured posters to present them in a bold and simple format for staff, students and parents to engage with. The posters are across the school and the Strategic Plan is available on the school website, and were reflected against at regular times across the year.

The data drawn upon for this report includes a mix of both qualitative and quantitative data generated from the system and the school.

Quantitative data sets include:

- System Satisfaction Survey
- School Climate Survey
- NAPLAN
- PIPS
- AEDC data
- Turner School Reading Benchmark
- Turner School Place Value Interview.

Qualitative data sets:

- Annual audit against the National Safe Schools Framework
- Annual audit against the National School Improvement Tool
- Coaching feedback
- Parent Coffee Chat, school improvement forums, and workshop feedback
- Student forums
- P&C and Board feedback
- Initial feedback on the efficacy of tracking student learning assets, skills and dispositions
- In addition, feedback data from the STEAM Festival, the staff performance development tools and discussions and a range of team and staff meeting forums have contributed to school improvement reflection and planning.

Evaluation of Performance

Priority 1

Maximise the growth in learning for every student

Targets

- o Increase in the percentage of mainstream K-3 students achieving at or above the ACT ED Benchmark Reading range from end 2016 data by 2 percentage points

- o Increase in the percentage of mainstream students achieving the expected achievement level or above on the Turner School Place Value assessment from end 2016 data by 2 percentage points for each year level K-6

- o Increase in the percentage of students who demonstrate growth over a school year using the ABLES English: Reading and Writing assessment tool (2016 78% demonstrated growth)

- o Increase in the percentage of students achieving at or above the expected growth in PIPS reading and number by 2 percentage points from the 2016 figures of Reading 81% and Number 92%

- o Increase in the percentage of students in year 5 making equal to or greater than expected growth in NAPLAN reading, writing and numeracy by 5 percentage points from the 2016 growth data

- o Increase in the percentage of mainstream students achieving in the top two bands for year 3 NAPLAN reading, writing, numeracy by 3 percentage points from 2016 NAPLAN data

- o Increase in parent agreement to 85% of the System Satisfaction Survey question " "This school works with me to support my child's learning" from 2016 parent figures of 81%

- o Increase in student agreement to 90% in the System Satisfaction Survey question "Teachers at the school provide students with useful feedback about their schoolwork" from 2016 student figures of 87%

Progress

The following tables indicate the 2017 percentage for each target against the 2016 baseline.

Percentage of mainstream K-3 students **achieving at or above** the ACT ED Benchmark Reading range							Target Achievement
Year level	2016	2017	2018	2019	2020	2021	
K	77%	75.5%	83%				In progress
1	82%	74%	80%				In progress
2	90%	84%	92%				In progress
3	93%	91%	93%				In progress

Percentage of mainstream students **achieving the expected achievement level or above** on the Turner School Place Value assessment							Target Achievement
Year level	2016	2017	2018	2019	2020	2021	
K	92%	75%	74%				In progress
1	92%	83%	81%				In progress
2	89%	87%	78%				In progress
3	89%	86%	90%				In progress

4	81%	89%	90%				In progress
5	93%	82%	79%				In progress
6	90%	78%	88%				In progress

Percentage of students who **demonstrate growth over a school year** using the ABLES English: Reading and Writing assessment tool							Target Achievement
K-6	2016	2017	2018	2019	2020	2021	
%	78%	95%	79%				In progress

We query whether this is more about developing the teacher's capacity to use the assessment tool rather than student achievement. This will be factored into 2019 induction.

Percentage of students **achieving at or above** the expected growth in PIPS reading and number							Target Achievement
	2016	2017	2018	2019	2020	2021	
Reading	81%	83%	85%				In progress
Number	92%	84%	87%				In progress

Percentage of students in year 5 making **equal to or greater than** expected growth in NAPLAN reading, writing and numeracy							Target Achievement
Yr 5	2016	2017	2018	2019	2020	2021	
Reading	61.9%	76.7%	78.7%				In progress
Writing	n/a	64.3%	64.5%				In progress
Numeracy	54.4%	64.3%	41%				In progress

Percentage of mainstream students **achieving in the top two bands** for year 3 NAPLAN reading, writing, numeracy							Target Achievement
Yr 3	2016	2017	2018	2019	2020	2021	
Reading	72%	67.7%	82%				In progress
Writing	52.6%	56.3%	53.4%				In progress
Numeracy	59.7%	50.8%	50.8%				In progress

Percentage of mainstream students **achieving in the top two bands** for year 5 NAPLAN reading, writing, numeracy							Target Achievement
Yr 5	2016	2017	2018	2019	2020	2021	
Reading	58.8%	77.2%	67.6%				In progress
Writing	23.5%	27.3%	17.8%				In progress
Numeracy	40.8%	50.9%	34.2%				In progress

System Satisfaction Survey question "This school works with me to support my child's learning"							Target Achievement
	2016	2017	2018	2019	2020	2021	
Percentage of parent agreement	81%	87.5%	87%				In progress

System Satisfaction Survey question "Teachers at the school provide students with useful feedback about their schoolwork"							Target Achievement
	2016	2017	2018	2019	2020	2021	
Percentage of student agreement	87%	83.49%	85%				In progress

Key Improvement Strategies and Key Performance Indicators from School Plan

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

- KPI: *Performance Development Plans and conversations with mentors indicate Turner teachers are confident and knowledgeable implementing the Australian Curriculum*

In 2018 we continued to build teacher knowledge of curriculum and aligning pedagogy and practice. Embedded coaches have been highly effective in building teachers' capacity by focusing on the Australian Curriculum Standards and the Content Descriptors. New staff have been upskilled stepping into coaching roles across the school. The preschool staff have built their professional knowledge of makerspace mindsets and STEAM within the EYLF, enriched by professional learning opportunities. Support staff have strengthened their professional knowledge with more choice in accessing professional knowledge. The sharing of reflections collected during Action Learning Fairs, showed increased confidence and knowledgeable implementation of the Australian Curriculum and high impact teaching practices. In small group classes there was a developing understanding of the use of ABLES and staff have had rich opportunities for professional development beyond literacy and numeracy.

This year staff have worked with Kath Murdoch to further build their understanding of inquiry and improve the depth of student understanding in History, Geography and Science curriculum content. Teams have focused on personalising learning in inquiry. This looked different in each team:

- P/K: introduced semester long inquiries to allow opportunities in revisit concepts, deepening understanding and allow for opportunity to pursue student interest
- 1/2: streamlined inquiry processes
- 3/4: introduced Project Based Learning processes
- 5/6: continue to build and refine Project Based Learning processes.

We sought to increase student, staff and community awareness of Aboriginal and Torres Strait Islander perspectives. The school executive worked with Aboriginal and Torres Strait Islander students to write an acknowledgment to country to reflect the Turner School community. This was introduced at the Reconciliation Day Assembly.

The Literacy Committee in 2018 worked to support the ongoing implementation of the school plan, in particular, the implementation of professional learning focused around the 10 Essential Literacy Practices and the acquisition of resources to support learning. Of note is the implementation of learning walks within teams to check in on the 10 Essential Literacy Practices within the school. This resulted in the development of a resource which showcases each element across the school from P-6. Teams worked to rate themselves on a 5-point Likert scale against each practice. This drove professional conversations and has shaped the 2019 literacy focuses for the school. This resource has also been shared with literacy consultant Chris Topfer.

Further evidence of progress toward this key improvement strategy:
- The use of Project-Based Learning linked to literacy, especially within the years 3-6 classes and the use of GAFE suites to support all students to access and participate in their learning
- The successful implementation of the new EALD moderation and assessment program, linking to the learning progressions from the Australian Curriculum
- The development of "I can.." statements for literacy, Numeracy, Visual Arts and Science
- The development and use of a consistent moderation document to support teachers to make on balance judgements about student achievement against the Australian Curriculum Achievement Standards from K-6.

2. **Continue to strengthen the effectiveness and consistency of teaching practice to meet student need**

- KPI: *Teacher capacity building and checking mechanisms indicate a reduction in variance in teaching*

The annual audit by staff teams against the National Safe Schools Framework found the school to have maintained the rating from the 2016 School Review of 'Doing Well' in all 9 domains. The team ratings provide useful snapshots of how each team perceives elements of the school's practices and enables reflection and discussion of ways to further strengthen elements.

The annual audit by staff against the National School Improvement Tool found the school to have maintained the ratings from the 2016 School Review of Outstanding in 8 of the domains and High in 1 domain, Community Partnerships. Evidence cited by the staff in 2018 indicates strengthening of evidence in many of the 9 domains and of potentially moving the Community Partnerships to the Outstanding rating given partnerships now have been documented.

The embedded professional learning model and strong culture of reflective and collaborative practice has continued to underpin a strong approach to continually improving practice throughout 2018. The practices of coaching, setting of team goals and checking in on them through Learning Walks and Talks, has been pivotal in embedding the success of this key improvement strategy from 2017, especially with the changes in leadership, staff and coaches throughout 2018. Twice a year audits were conducted to check in on writing and mathematics have also been effective. The start of the year saw a number of early career teachers on staff, teachers new to Turner School from directorate schools and interstate systems. Through thorough induction processes and close support from team leaders, coaches and highly experienced teachers on each team, initial variance between teachers has been greatly reduced. Frequent revisiting of the Turner Beliefs and Practices document has been a key strategy used at the coaching, team and whole staff level to ensure consistency and coherence of practices. The development of a new coaching tool based on the Solo Taxonomy was highly effective in supporting staff to reflect on and deepen their practice.

2018 has seen the introduction of several high impact strategies to ensure teacher capacity is built to strengthen the effectiveness and consistency of teaching practice to meet student need. The establishment of "Just in time" morning meetings has ensured all staff have opportunities to access support for processes and procedures at Turner School, for example, "Just in Time, How to run a parent teacher meeting." The introduction of adjustment documents to support specific areas and personalised learning guidelines has increased the transparency of what a classroom teacher is expected to do to make individual adjustments before accessing tier 2 of the Turner School Case Management Model.

Increased use of the Google Apps for Education (GAFE) and team and student Google Drives has created a dynamic and efficient platform for collaborative planning and learning experiences. Not only has this increased links within teams, it has further aligned the consistent practice of specialist teachers within each team.

Further evidence of progress related to this key improvement strategy:

- PL Kath Murdoch, Chris Topher
- I Can Statements
- ALS/PLC
- Coaching + Student Support
- Induction for new staff
- Year group Team Action Goals
- Collaborative Planning + Team drives on google Apps for teachers
- Professional readings
- Case management
- AC design thinking PL with Sam Hardwicke
- STEAM/Makerspace with Kath Murdoch
- Ghost Walks of Christine Topher's 10 Essential practices
- Strengthening use of writing analysis + maps
- Moderation documents created/refined

- "Just in time" morning meetings
- Adjustment documents to support specific areas
- Personalised Learning Guidelines document

- Building culture teams as opposed to checklist teams
- Google Classrooms

3. **Strengthen the alignment of assessment and feedback for all students**

- KPI: *Turner Assessment and Monitoring schedule and associated tools ensures every child's growth in reading, writing, numeracy is tracked, and Learning Walk feedback indicates student feedback is aligned to assessment.*

In 2018, we embedded the use of the writing analysis tools and Turner Class Writing Map. Teachers now effectively track student growth in reading, writing and maths place value and for younger students, oral language development. The writing maps are kept with each class teacher and shared at the team level and with the school leadership. The reading, place value and oral language growth is displayed on a series of large data walls in the staff learning room where the team leaders and coaches facilitate team level discussion about individual and cohort growth. The cohort growth is also documented as a percentage in the tables in this report as measures for targets for this priority. Throughout 2018 moderation documents have been created and refined for each year level aligned with the Australian Curriculum. 2018 has seen the development of tracking documents for the development of learner assets. The documents provide teachers with an overview of their cohort's strengths and areas for development.

Every K-6 student has had reading, writing, maths and social or learning asset goals for this year. Through regular conferencing and peer and teacher feedback matched to their goals the school leadership is confident students are receiving feedback that takes their learning further. 84.75% of year 5/6 students agreed with the statement "Teachers at the school provide students with useful feedback about their schoolwork". This is a 1.26% increase from 2017 and highlights the consistency in teacher feedback across the school. The effective teacher use of GAFE has supported this. In 2018 we developed student feedback beliefs, factsheets for teachers and parent factsheets which are available to the community on the school website. 2018 has seen the implementation of digital portfolios in 5/6 to communicate individual learning to families.

Additional School actions to support this key improvement strategy:
- Launch of student feedback statement - and accompanying parent fact sheets Continued to support families in understanding of what feedback looks like

- Strengthen understandings- moderation docs, formative assessment focus, parent fact sheet
- Every child's growth is tracked - data wall shows tracking
- Digital Portfolio development

4. **Continue the implementation of the Turner professional learning model**

- KPI: *Satisfaction data shows high levels of staff satisfaction for professional learning, support and feedback.*

Data for 2018 shows high levels of staff satisfaction for professional achievements, support and feedback including an improvement from the 2017 data in 2 of the 3 areas.

77% of combined teacher and administrative staff noted agreement with the question *"I receive useful feedback about my work at this school", (*this is a drop from 85% in 2017).

The School Climate survey results for staff indicate very high levels of satisfaction with the professional learning model in place. 88% staff agree they are well supported at the school and 98% of staff agree that the school actively looks for ways to improve. Further development of teacher expertise is a key strategy. The professional learning model includes embedded coaching, additional time for every teacher to be a part of a professional learning community meeting during the school day and support to collaboratively inquire into their practice using an Action Learning model. The 9 coaches supported teachers throughout the year with new and experienced teachers receiving coaching, demonstrating it as a strength-based rather than a deficit approach to building capacity. Coaching feedback is highly positive with every teacher being coached rating their teaching after coaching 1 or 2 intervals higher on a 5 point scale. In addition, a strong focus on sharing practice within the school, across the network and at the national level has built the Turner staff as a strong professional learning culture. This professional learning model has been further developed for 2019 through coaching and training for the executive teaching team who will be responsible for mentoring professional learning leaders in 2019.

5. **Strengthen strategic partnerships with families and the wider community to engage in children's learning and development**
- KPI: *Tracking of parental involvement in school activities indicates high levels of involvement; satisfaction data shows high levels of satisfaction and documentation indicates formalised agreements with community groups.*

Our School Satisfaction data and School Climate data indicates strong levels of parental engagement.

87% of parents noted high levels of agreement for the question *"This school works with me to support my child's learning"* this maintains the highest agreement in 4 years. In 2018 attendance at information sessions, parent teacher interviews, learning journeys and parent workshops was documented. Represented as percentages some levels of parental engagement captured in 2018 include:

- 98% of parents and carers met with teachers to develop their child's Individual Learning Plan (ILP)

- Between 90% and 97% of parents and carers from each class P-6 participated in their child's Learning Journey

- 92% of families attended parent teacher interviews

- Between 30% and 37% of parents and carers from each year group P-6 attended the team start of year information and meet the teacher session. While low in comparison to the percentages above, those who attended the information sessions

commented on the usefulness of these sessions for them.

It is evident from all our data that high numbers of parents and carers engage at school when their child is present and/or if the activity is 1:1 with a teacher. In 2018, the introduction of the P&C Facebook page and student led podcasts based on selected newsletters saw a vast increase in the methods of communication used to reach the broader school community.

 In addition, in 2018:

- o Monthly Coffee Chats and special EALD Coffee Chats attracted groups of parents and carers where they could meet other parents and exchange viewpoints and information with school leadership. Numbers varied between 5 and 15 at each Chat. The cyber safety chat presented by the police received the greatest turn out in 2018 with 25 parents in attendance

- o Each term a set of parent and carers workshops were held for Reading, Writing, Numeracy, Setting up for Success in Kindergarten as well as the Sexual Health and Family Planning Personal Development workshop. All had numbers in attendance of between 10 and 20 parents and carers

- o The school fete once again attracted a very large number of parent and carer volunteers to set up stalls and work together for the school community

- o The Volunteer folders set up in every classroom and office document a huge 500 hours of volunteer hours in the school and at events such as the STEAM Festival in 2018. The team launch events at the end of the festival also saw record numbers of parents and carers involved in the school.

- o Emails document the ongoing support of our year 4 students' participation in the Pegasus Horse-Riding for the Disabled by the Canberra City Lions Club and the ongoing scholarship for a rider arranged by the Pegasus CEO has been extended to support all four student placements for Pegasus in 2019

The end of year school improvement staff workshop documented the following as high impact strategies and actions that have contributed to the progress of this priority:

- o The targeted professional learning that includes whole staff and team meetings, coaching and action learning set/PLC time that collectively enabled teachers to deepen their curriculum understandings

- o The focus from all staff on lesson learning intentions, and individual student goals and matching feedback to these

- o The layered professional learning and resultant refinements to assessment and moderating schedule

- o The team moderation focus across a range of learning areas including the ABLES tool

- o The structure of the PLC and ALS times in 2018 and deepening of analysis of student learning in PLC meetings with PLC mentors

- o An increased focus on analysis of student learning data.

- o The continued embedded coaching model

- o The whole school take-up of the 1/3:2/3 workshop model that supports greater differentiation and conferencing

- o The team collaborative planning, teaching and implementation along with team goals and sharing and checking of practice through team learning walks and talks

The most significant high impact strategy for maximizing growth in achievement for every child has come from the development of the Personalised Learning Guidelines. This was developed in consultation with the school board and the P&C, and student representation in the context of forums. Each toolkit related to the guidelines were created in collaboration with all teaching staff, steeped in current national and international research and tested in the Turner School context to maximise potential for student impact. Documents to support consistency of implementation of the Personalised Learning Guidelines are: The Art of Substantive Conversation, The Student Feedback Statement and Case-Management Statement. The strength this year in engaging parents with their child's learning was highly evident in the process of developing these guidelines and the final podcast in the personalised series is evidence of this. The three parent representatives from the School Board led the podcast and clearly articulated the inclusive nature of these guidelines as well as the school procedures to meet the individual needs of each child.

Through reflection on the various data sources and the targets for this priority, we are pleased our data is indicating that we are working effectively to achieve the outcome for this priority of *Every student is making substantial growth in their learning each year.*

Priority 2

Equip students with the capabilities and dispositions to learn and live successfully in the 21st Century

Targets

By the end of **2021** the school will achieve:
- o The establishment of a set of reliable measures to track student growth in a range of learning dispositions (for example we may track growth in a student's ability to coordinate these learning dispositions). Once established, these tools will be used to track growth for the rest of the strategic plan.
- o An increase in agreement in the System Survey question "The use of learning technologies is an integral part of learning and teaching" from 2016 figures
  - ▪ students (2016-93%) by 1 percentage point
  - ▪ staff (2016-61%) by 5 percentage points
  - ▪ parents (2016- 67%) by 5 percentage points

o An increase in agreement in the new school question in the System Survey "Students at Turner School are being equipped with the capabilities and dispositions to learn and live successfully in the 21st Century." (This question added in 2017 to form the baseline percentage)

Progress

Key Improvement Strategies and Key Performance Indicators from School Plan

1. **Embed contemporary learning and teaching pedagogies**
- KPI: *Checking mechanisms indicate that GAFE is implemented across all year levels and inquiry learning is implemented across multiple curriculum areas in classrooms*

System Satisfaction Survey question "The use of learning technologies is an integral part of learning and teaching"							Target Achievement
	2016	2017	2018	2019	2020	2021	
Students	93%	99.09%	86%				In progress
Staff	61%	81.13%	86%				In progress
Parents	67%	77.91%	87%				In progress

In 2018, the 5/6 team led the way and strengthened an inquiry Maths approach with Project Based Learning. They also consolidated their focus on exposing the curriculum to their students with 'I can' statements. This has transferred down the teams from 3/4, 1/2 and kindergarten. Staff created Maths and Science moderation documents using the Australian Curriculum outcomes.

Further evidence of progress related to key improvement strategy:
- Establishment of the Makerspace + Mindsets
- Assets + Dispositions - embedding into planning
- Kate Thompson PL - Digital Curriculums
- Sam Hardwicke's PL on systems thinking
- Project Based Learning in 5/6 team
- Passion projects 3/4
- STEAM FESTIVAL
- Kath Murdoch - Learning Walk + feedback across the school mid-year
- 5/6 team use of GAFE to develop digital portfolios as a way to report to parents
- PLC focus for Kindergarten on questioning - leading to student led inquiry

2. **Continue to improve learning environments**

- KPI: *Flexible learning spaces are evident in every classroom and annual program of upgrades is implemented*

This year we have focus on STEAM through our biannual STEAM Festival where many local and nationally presenters gave their time to work with our staff and students. We opened our Maker Space in the library and participated in professional learning in developing a maker mindset. The school was resourced with more Chromebooks for the seniors, which resulted in a greater number of iPads for the junior school. Classrooms with old IWBs were fitted out with brand new flat screens.

Further evidence of progress related to key improvement strategy:

- New fans installed across the school
- Air-conditioning
- Grass and protection of trees
- Makerspace launch
- Bike rack complete
- Wellbeing zone - sensory space for students who need it
- Condamine Street windows
- Ongoing outdoor equipment
- Birdscape, beescape gardens
- Contemporary learning spaces - shared philosophy around co-constructed anchor charts

3. **Develop effective monitoring and evaluation of learning dispositions and skills**
- KPI: *Tracking of student learning dispositions and skills is implemented*

During 2018 all teaching teams have worked collaboratively to continue the research started in 2017 around how to monitor growth against the learning dispositions. It is a continued belief that this learning is new and that 2018 is a year of refining and providing opportunities for students to have a strong voice in what this tracking will look like. The leadership team continues to engage the Australian leading expert in this area, Kath Murdoch to provide critical feedback around how teachers notice what our students are demonstrating and how teachers support students in taking the lead to monitor, challenge and transfer the application of the learning dispositions across learning areas and situations.

Turner continued their involvement with 6 other schools in the North Gungahlin Contemporary Literacies Project. This has been a 3 year project with Sydney and Griffith University and the team is currently applying for it to be an Australian Research Council project through a grant proposal. The project is an inquiry into how we can best build capacity of all educators to teach the general capabilities under the Australian Curriculum. At Turner, this is aligned with our Inquiry Learning Dispositions. The team is developing a model that is backed by research to monitor and track growth of learning assets over time and positively impact on learning. The research proposal is at the cutting edge of educational research into 21 Century Learning- the Collaborative is one of the first of its kind in actively researching how to assess these 21 Century skills and dispositions.

System Satisfaction Survey question – Turner question: "Students at Turner School are being equipped with the capabilities and dispositions to learn and live successfully in the 21st Century."	Target Achievement

	2017	2018	2019	2020	2021	
Students	88%	80%				In progress
Staff	98%	98%				In progress
Parents	93%	86%				In progress

The end of year school improvement staff workshop documented the following as high impact strategies and actions that have contributed to the progress of this priority:
- o A consistent whole school and whole team approach and shared language around learning
- o The focus on the 5 learner assets and their associated dispositions and skills, with personalised learning and project-based learning through an inquiry approach highlighted by Kath Murdoch in the July professional learning and regularly revisited over the course of the year as well as linking assets across the curriculum
- o The addition of the maker space to encourage a creative mindset across all learning areas. The continuation of a digital literacies coach
- o The enrichment activities for students across the teams including the STEAM Festival and many performing arts and creative and entrepreneurial opportunities
- o The layered and focused professional learning over the year including the work of the Action Learning Sets.

Through reflection on the various data sources and the targets for this priority, we are confident that we are working effectively towards achieving our outcome for this priority of *Students are confident and creative learners, equipped for a rapidly changing world.*