



# Turner School

Annual School Board Report 2021



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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

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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

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**Highlights from 2021 include:**

- **Extra Curriculars:** During the first week of the year we started with the swimming carnival, with over 20 students going onto the Belconnen Regionals. 3/4 students attended Birrigai for their first school camp, and 5/6's went to Camp Cooba to further strengthen friendships and learner assets. The school continued its many opportunities to take part in making music, with a bigger than ever Djembe group as well as the junior and senior choirs. The Year 5 and 6 band kids got to visit other schools to take part in combined rehearsals, and perform at assemblies. Students took part different sporting events, like the athletics carnival, cross country, and basketball gala days.
- **Festival:** 2021 had a focus on reading and the arts, with a successful Artists and Writers festival held in Term 3. The festival included the sharing of stories and poems in different languages, as well as a wonderful closing ceremony that included students performing their own original works of writing and poetry.
- **Parent and Board engagement with the school:** The School Board and P&C supported the development of the Cultural Integrity garden which provided even more opportunities for outdoor learning and play and learning through Indigenous perspectives. 2021 has seen strong communication between the school and families. This was achieved through a new look website and Newsletter, and more content being shared through the learning Hub and P&C Facebook Page, especially during remote learning. Parents supported the complexity of moving to online learning for part of the year due to the pandemic.
- **Policy Guideline Development:** The School Board consulted with parents, staff and community to develop and endorse the Home and School Communications Guidelines. These will form a model of practice for the next strategic plan.
- **School Review:** The school Board was involved in preparation for the 2018-2021 School Strategic Plan review. Celebrated feedback from the review was the strong inclusion ethos in the school, an expert approach to teaching practice and personalising for students promoting agency in their learning.

## School Context

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Turner School is located on Ngunnawal Country. Turner School opened in 1953 and is one of Canberra's oldest schools. While respecting the many traditions and practices established over these 60 plus years, Turner School continues to embrace educational change.

As part of our *Cultural Integrity* learning, we have looked at ways to draw wisdom and learning from the people who have been here tens of thousands of years before us. Every day at Turner School you will see us listening to the stories, ideas and voice of our diverse community; and then responding with a collective voice. The perspectives of Aboriginal and Torres Strait Islander peoples are embedded in this approach. We talk with a spirit of mutual respect, based on our strengths, positive relationships and connection to Country- especially in difficult times.

Turner School has approximately 500 students enrolled across the school, from the preschool programs where children begin their school journey through to year 6 students who are ready to transition to secondary schooling. Inclusive classrooms, learning experiences and playgrounds are a feature of our school and our dedicated and highly skilled staff team work together to meet the needs of all our students. We do this through fostering our Turner Learner Profile which highlights the characteristics and dispositions needed to become active and informed citizens who are confident and creative learners equipped for our rapidly changing world.

## Student Information

### *Student enrolment*

In this reporting period there were a total of 463 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	247
Gender - Female	216
Gender - Non-binary or other*	0
Aboriginal and Torres Strait Islander	14
LBOTE**	199

Source: ACT Education Directorate, Analytics and Evaluation Branch

\* 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. \*\* Language Background Other Than English

### *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.

\*NOTE: Student attendance data for this period should be understood within the context of flexible learning arrangements enacted in response to COVID19. Comparison of attendance figures to previous reporting periods is not valid.

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	92.0
2	95.0
3	94.0
4	92.0
5	94.0
6	93.0

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, 135 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	33.09
Teaching Staff: Full Time Equivalent Temporary	5.00
Non Teaching Staff: Full Time Equivalent	23.06

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). This is supported by the school performance and accountability framework '*People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability*'. 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 Term 2 2021. A copy of the Report of Review can be found on our school website.

## School Satisfaction

Schools use a range 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, 79.8% of parents and carers, 84.6% of staff, and 78.8% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 8 staff, 9 parent, and 10 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.

Due to the impacts of the COVID-19 pandemic, the survey was taken in November, rather than in August as has been done in previous years. This was just after the majority of students and staff returned to school-based learning after a period of around 3 months of remote learning. A number of questions were removed from previous years' to shorten the time required by community members to complete the survey. A total of 52 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
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Parents at this school can talk to teachers about their concerns.	92
Staff get quality feedback on their performance.	72
Student behaviour is well managed at this school.	56
Teachers want every student to do their best. (Replaces 'Teachers at this school expect students to do their best')	95
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	98
Teachers give useful feedback.	91
This school is well maintained.	65
The way decisions are made in this school are appropriate (Replaces 'This school takes staff opinions seriously')	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 89 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	
My child feels safe at this school.	89
My child is making good progress at this school.	71
Student behaviour is well managed at this school.	75
Teachers at this school believe that every student can be a success. (Replaces 'Teachers at this school expect my child to do his or her best')	82
Teachers give useful feedback.	88
Staff at this school treat students with respect. (Replaces 'Teachers at this school treat students fairly')	91
This school is well maintained.	80
This school is active in seeking parents' opinion and ideas for making important decisions.(Replaces 'This school takes parents' opinions seriously')	62
This school works with me to support my child's learning.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

A total of 160 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	
I feel I can talk to teachers about problems at school. (Replaces 'I can talk to teachers about my concern')	63
I feel safe at this school.	73
I am happy to be part of this school.(Replaces 'I like being at my school')	84

I am interested in what I learn in school. (Replaces 'My school gives me opportunities to do interesting things')	64
My school is well maintained.	71
Teachers want every student to do their best.(Replaces 'My teachers expect me to do my best')	93
Teachers encourage students to try out new ideas. (Replaces 'My teachers motivate me to learn')	87
Staff take students' concerns seriously.	68
Staff treat students with respect. (Replaces 'Teachers at my school treat students fairly')	81
Teachers give useful feedback.	70

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Proportion of those who responded to each individual survey question

## Learning and Assessment

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### 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 2021 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	63	130	40	57
ACT	58	125	38	56

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, 6.85 % of year 3 students and 6.25 % 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**

<b>Test Domain</b>	<b>Year 3 School</b>	<b>Year 3 ACT</b>	<b>Year 5 School</b>	<b>Year 5 ACT</b>
<b>Reading</b>	449	437	551	515
<b>Writing</b>	425	418	498	475
<b>Spelling</b>	420	409	517	502
<b>Grammar &amp; Punctuation</b>	457	426	527	497
<b>Numeracy</b>	437	404	508	492

## 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**

<b>INCOME</b>	<b>January-December</b>
Directorate Funding	474276.83
Contributions and Donations	24188.00
Subject Contributions	1490.00
Hire of Facilities	4956.56
External Revenue	2159.13
Sale of Assets	0.00
Interest Received	4774.98
Other School Revenue	1377.85
<b>TOTAL INCOME</b>	<b>513223.35</b>
<b>EXPENDITURE</b>	
Utilities and General Overheads	120845.46
Security and Caretaking	2438.78
Maintenance	96272.06
Administration	33294.89
Staffing Expenditure	0.25
Communication	5123.80
Assets & Leases	46000.58
General Expenses	34620.65
Educational Resources	48583.84
Subject Consumables	0.00
Directorate Funded Payments	3134.37
Other Payments	2635.18
<b>TOTAL EXPENDITURE</b>	<b>392949.86</b>
<b>OPERATING RESULT</b>	<b>120273.49</b>
Accumulated Funds	236149.93
<b>BALANCE</b>	<b>356423.42</b>

## 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

<b>Name and Purpose</b>	<b>Amount</b>	<b>Expected Completion</b>
Voluntary contributions	\$640.00	
School Upgrade - Additional classroom junior area	\$60,000	12/2021-12/2022
Staffing Days -To cover any staffing debt incurred	\$80,000	2022

## Endorsement Page

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### Members of the School Board

**Parent Representative(s):** Aarthi Ayyar-Biddle, Dale Todling, Lucy Mossop.  
**Community Representative(s):** John Talbot.  
**Teacher Representative(s):** Antonia McGuire, Taneal Proctor  
**Board Chair:** Aarthi Ayyar-Biddle  
**Principal:** Allison Edmonds

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



2021 Board Chair Signature: *Aarthi Ayyar-Biddle*

Date: 18/07/2022

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: 18/07/2022