



# Turner School

Annual School Board Report 2023



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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2022-2025*.

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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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The big celebration for 2023 was Turner School turning 70 years old. We acknowledged this special occurrence through the Artists' and Writers' Festival during term 3. The festival brought together visitors, including previous students, principals and families. We featured on Win News and our museum became a central place to share, display and learn from the interesting stories of the people who have been here before us. Artefacts from our museum also featured at the ACT Public Schools 50 years celebration. Our End of Year Concert showcased a 70 years' school music anthology, including popular songs from each decade.

Family engagement in the school increased through opportunities such as the junior school big picnic, coffee cart before school events and the sold-out P&C hosted trivia night. Parent volunteer numbers increased across the year and culminated with the return of the highly valued Turner School Fete. The Board endeavoured to increase feedback through the School Satisfaction Survey, and we were pleased with the response increasing from 6% the previous year to around 30% in 2023. This feedback will be key in supporting improvement actions in 2024.

Each year, the teaching team at Turner looks at the achievement data, perceptions, skills and learning of our students and establishes collective goals for improvement. These goals and actions leading to improvement are summarised in the Impact Report available on our school website.

During the year, the Board reviewed the handbook guidelines related to camps/excursions and guidelines for school facility hirers. Managing the teaching shortage was discussed at a Board level and despite some challenges, the school was able to cover all classes for the whole year. The Board endorsed the continuation of an administrative staffing officer in front office team to reduce teacher and school leader workload. A staffing budget strategy to ensure we had enough staff going into 2024 approved by the Board has meant the following year starts successfully with all students supported.

The Board approved the school budget for key maintenance improvements including management of drains that had been significantly impacted by the weather. Along with the school, the Board acknowledges there is importance and ongoing maintenance in a building that is now 70 years old. The Board has been active in supporting applications for Education Directorate and Federal building grants. We have had discussions around future spending to upgrade facilities in the trainyard playground area and surfaces in the David Street classrooms, this will be a focus for 2024.

*Chris Hall- Board Chair*

*Allison Edmonds- School Principal*

## School Context

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Turner School is an active and vibrant learning community catering for over 400 students from 4 to 12 years of age. It is located close to Canberra's city centre, the Australian National University and the CSIRO. As a school located close to the city centre, the population is made up of a diverse demographic and includes a wide range of cultural backgrounds with over 35 nationalities represented. The school opened in 1953 and has a mix of traditional and open classrooms. Turner has a proud tradition of providing inclusive education for mainstream students and students with a disability.

Turner is a values-based school and operates within a framework of Support, Cooperation, Acceptance, Respect, Friendliness and Fun, (SCARFF Values). Turner School promotes the development of creativity, innovation, cultural appreciation and personal values to support children to become confident and creative learners equipped for a rapidly changing world. Developing an inquiry mindset is a focus and students are given input into decision making and goal setting to support them to become active and informed citizens of our broader community.

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

## Student Information

### *Student enrolment*

In this reporting period there were a total of 408 students enrolled at this school.

**Table: Student enrolment**

Student type	Number of students
Gender - Male	209
Gender - Female	199
Aboriginal and Torres Strait Islander	10
LBOTE*	185
Non-binary or other**	0

Source: ACT Education Directorate, Analytics and Evaluation Branch

\*Language Background Other Than English

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

### *Student attendance*

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

**Table: Attendance rates in percentages**

Year level	Attendance rate
1	92.0
2	93.0
3	90.0
4	91.0
5	93.0
6	90.0

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, 159 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	26.32
Teaching Staff: Full Time Equivalent Temporary	3.40
Non Teaching Staff: Full Time Equivalent	21.07

Source: ACT Education Directorate, People and Performance Branch

## School Review and Development

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

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

## School Satisfaction

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

### Overall Satisfaction

In this period of reporting, 77.0% of parents and carers, 86.0% of staff, and 70.3% of students at this school indicated they were satisfied with the education provided by the school.

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

A total of 50 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect students to do their best.	98
Teachers give useful feedback	92
Teachers at this school treat students fairly.	88



This school is well maintained.	54
Students feel safe at this school.	64
Students at this school can talk to their teachers about their concerns.	96
Parents at this school can talk to teachers about their concerns.	94
Student behaviour is well managed at this school.	44
Students like being at this school.	78
This school looks for ways to improve.	86
This school takes staff opinions seriously.	56
Teachers at this school motivate students to learn.	92
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	84
Staff get quality feedback on their performance	47
Staff are well supported at this school.	56

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 165 parents responded to the survey. Please note that not all responders answered every question.

**Table: Proportion of parents and carers\* in agreement with each national opinion item**

National opinion item	
Teachers at this school expect my child to do his or her best.	83
Teachers give useful feedback	82
Teachers at this school treat students fairly.	83
This school is well maintained.	75
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	89
Student behaviour is well managed at this school.	73
My child likes being at this school.	89
This school looks for ways to improve.	68
This school takes parents' opinions seriously.	67
Teachers at this school motivate my child to learn.	78
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	72
This school works with me to support my child's learning.	72

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

A total of 155 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	89
Teachers give useful feedback	64
Teachers at my school treat students fairly.	67
My school is well maintained.	56
I feel safe at this school	69
I can talk to my teachers about my concerns.	53
Student behaviour is well managed at my school.	36
I like being at my school.	67
My school looks for ways to improve.	63
Staff takes students' concerns seriously	58
My teachers motivate me to learn.	70
My school gives me opportunities to do interesting things.	76

Source: ACT Education Directorate, Analytics and Evaluation Branch

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

## Learning and Assessment

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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 2023 mean raw scores**

Agency	Reading start	Reading end	Numeracy start	Numeracy end
School	67	121	42	56
ACT	59	124	38	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

#### *NAPLAN*

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

In this reporting period, 2.00 % of year 3 students and 5.60 % of year 5 students were exempt from testing based on nationally agreed criteria.

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

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

**Table: NAPLAN Mean Scores**

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	438	415	526	509
Writing	420	415	486	484
Spelling	408	404	491	492
Grammar & Punctuation	420	412	507	500
Numeracy	428	414	519	495

## Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school. The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

**Table: Financial Summary**

INCOME	January-December
Directorate Funding	445333.88
Contributions and Donations	11920.85
Subject Contributions	0.00
Hire of Facilities	13243.20
External Revenue	949.09
Sale of Assets	0.00
Interest Received	27743.17
Other School Revenue	10983.96
<b>TOTAL INCOME</b>	<b>510174.15</b>
EXPENDITURE	
Utilities and General Overheads	171880.00
Security and Caretaking	2021.56
Maintenance	76982.16
Administration	44057.17
Staffing Expenditure	0.00

Communication	5427.93
Assets & Leases	42438.00
General Expenses	28399.38
Educational Resources	52388.68
Subject Consumables	0.00
Directorate Funded Payments	607.38
Other Payments	11910.66
<b>TOTAL EXPENDITURE</b>	436112.92
<b>OPERATING RESULT</b>	74061.23
Accumulated Funds	372783.19
<b>BALANCE</b>	446844.42

## 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.

Voluntary Contributions \$4,680.00

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

## Reserves

Name and Purpose	Amount	Expected Completion
Staffing Debt 2023 a)Created to cover any staffing debt incurred during 2023. b)Ensured that we started the year with more than enough staff to manage the teacher shortage and anticipated impacts across the year knowing that any debt incurred could be covered	\$100,000	Directorate will pass any debt incurred by school in early 2024

## Endorsement Page

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### Members of the School Board

**Parent Representative(s):** Annie O'Connor, Damien Prendergast  
**Community Representative(s):** Joe Reinhard  
**Teacher Representative(s):** Antonia McGuire, Jayne Murray  
**Board Chair:** Chris Hall  
**Principal:** Allison Edmonds

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

2023 Board Chair Signature: Chris Hall

Date: 12/03/2024

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: 12/03/2024