

# Turner School

Network: North Canberra/ Gungahlin

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## Impact Report 2022

### The purpose of this document

This document flows directly from our Action Plan for 2022 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 Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

**In 2022 our school continued to support this Strategic Indicator through priority to:**

Increase learners' ability to demonstrate globally essential skills.

\*\*see reporting for detail

Equity at Turner is promoted through explicit teaching and opportunities for students to apply globally essential skills for learning:

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.*

This approach is supported by the research from Helen Timperley and Alma Harris, two experts that the ACT Education Directorate supported all school leaders to access in 2022. 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.

## Education Directorate Strategic Indicator 2018-2021

*To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.*

### **In 2022 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 collective responsibility to stay the course and ensure all stakeholders are wedded to the school vision. In 2021 the whole 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 recognizes 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 have expertise as researchers, executing sound judgement on student learning. Teacher expertise is strengthened by widening the circle of expertise 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.

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

**In 2022 our school supported this Strategic Indicator through priority 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.

Teaching and learning centred on individual students is achieved at Turner through implementing the Personalised Learning Guidelines – guidelines developed in collaboration with students, staff and families in 2018 and updated this year in consultation with the Board and school community. The guidelines highlight key models of practice for personalising for student need:

- **Multiple Sources of Evidence:** 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. Data includes system data such as NAPLAN, school data such as A-E grades, observations of individual students and work sample achievement and teacher practice data.
- **Turner's 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. High impact strategies at Turner are: Learning Goals, Workshop Model, Explicit Teaching, Feedback, Conferring, Collaborative Inquiry, Learner Assets and Dispositions, Differentiation and Wellbeing.
- **Teacher Professional Learning Framework:** Teacher's inquiry cycles to reflect on their practice is supported by coaching, mentoring and new staff induction; Critical Partnerships with experts; and regular targeted professional learning from experts in education.
- **Engaging Home and School:** 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
- **Case Management:** Turner's approach to case management is a three-tiered approach and contextualised 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.

## Reporting against our priorities

### 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 bands of NAPLAN (2021 baseline):

- Reading
- Writing
- Numeracy

\*3% growth in percentage of year 5 students meeting or exceeding NAPLAN growth targets (2021 baseline):

- Reading
- Writing
- Numeracy

\*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)

- English
- 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 2022 we implemented this priority through the following strategies:

1. Embedding whole school language (staff, students, community) related to *I am becoming Literate* and *I am Becoming Numerate*.
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.*

##### Student learning data

Targets or Measures	Base	2022	2023	2024	2025	2026
<i>Year 3 achieving in the top 2 bands of NAPLAN</i>						
Reading	63%	73%				Aim 68%
Writing	53%	63%				Aim 57%
Numeracy	49%	50%				Aim 54%

### Student learning data

Targets or Measures	Base	2022	2023	2024	2025	2026
<i>Year 5 students meeting or exceeding NAPLAN growth</i>						
Reading	76%	N/A				Aim 79%
Writing	68%	N/A				Aim 71%
Numeracy	59%	N/A				Aim 62%

### Student learning data

Targets or Measures	Base	2022	2023	2024	2025	2026
<i>Kindergarten students meeting or exceeding BASE at or above average</i>						
Reading	67%	75%				Aim 70%
Maths	71%	83%				Aim 74%

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

### What this evidence tells us

- Students are coming into the school at a higher base level (kindergarten learning) than in previous years- will have to factor this into our future targets to reflect the changing cohort.
- We are meeting or exceeding incremental targets.

### Our achievements for this priority

#### **Actions achieved related to increasing students' achievement in spelling include:**

- Embedding consistent teacher's inquiry in team meetings into word consciousness and word study inquiry.
- Continuing tracking and monitoring of spelling achievement through BEE spelling assessment and Literacy Progressions (spelling) and the digital data wall.
- Increasing visibility of word conscious classrooms including: Co-constructed spelling goals for each student and Newsletter Highlights linked to team cycles of inquiry.
- Engaging staff in Chris Topfer and David Hornsby professional learning.

- Focusing teacher coaching cycles on spelling through inquiry and targeted support for individual students.
- Highlighting the 3/4 team Professional Learning Community (PLC) focus on using spelling data to inform individual spelling goals and planning.
- Establishing a Literacy Champion network: Two lead teachers involved in a Directorate-wide program with the instructional mentor team. Recording of presentations shared across the state and developing articles to target staff focus in weekly staff bulletin.
- Submitting a workshop video recording as a recognised model of good practice for the Education Directorate. This focused on conferring around goals and spelling.
- Leading professional learning for staff on mentor texts and other welcome to week focus' during planning days and team meetings.
- Mentoring program for new educators continued to support high quality curriculum implementation in literacy.

**Actions achieved related to increasing students' achievement in number concept include:**

- Embedding consistent teacher's inquiry in team meetings into numeracy data.
- Continuing tracking and monitoring of number achievement through the digital data wall, SENA assessment and Numeracy Progressions (numbers).
- Increasing visibility of number conscious classrooms including: Co-constructed number goal, Parent Numeracy Workshops, Newsletter Highlights linked to 5 week cycles of inquiry.
- Implementing regular feedback and actions with critical friend partnership, Harry Kanasa
- Focusing teacher coaching cycles on using numeracy data to inform planning.
- Engaging staff with professional learning with SENA, 'Maths and the PE' and links to STEAM festival challenges presented by Turner teachers for all staff.
- Establishing a teacher resource bank on digital staff portal.
- Engaging maths specialist, Allen Dougan for maths workshop students during STEAM festival.
- Re-establishing Maths Olympiad and Brain Ways connection for high performing students
- Mentoring program for new educators continued to support high quality curriculum implementation.

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

**Next step considerations for 2023 Annual Action Plan:**

- How we see and measure an increased transference of spelling knowledge reflected in writing (link to Artists' and Writers' Festival).
- COVID restrictions impacted parent workshops this year- reinstate in 2023.
- Planning work for teachers related to using numeracy progressions.
- Continuing to refine and respond to assessment and monitoring schedule and digital data wall entry.
- Increasing connections with the Literacy Champions network and ten essential practices.

**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 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 2022 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 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
% of students achieving above benchmark grades (A and B) in HASS and Science.						
Year 1	23%	29%				Aim 26%
Year 2	47%	40%				Aim 50%
Year 3	36%	41%				Aim 39%
Year 4	63%	48%				Aim 67%
Year 5	61%	54%				Aim 64%
Year 6	75%	56%				Aim 79%

*Student learning data*

Targets or Measures	2021	2022	2023	2024	2025	2026
% 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%				
Year 1	38%	41%				Aim 41%
Year 2	49%	46%				Aim 52%
Year 3	68%	70%				Aim 71%
Year 4	71%	78%				Aim 74%
Year 5	57%	61%				Aim 60%
Year 6	71%	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%				Aim to maintain
Students	77%	60%				Aim 80%
Parents	81%	82%				Aim 84%

*Perception data*

Targets or Measures	Base	2022	2023	2024	2025	2026
'I am interested in what I learn'						
Students	64%	62%				Aim 67%

*Perception Data*

Targets or Measures	2021	2022	2023	2024	2025	2026
School Climate Academic Emphasis						
Staff	93%	86%				Maintain
Students	89%	78%				Maintain
Parents	85%	78%				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				8/8



Moderation process for HASS and Science skills embedded across teams	-	-				Embedded
Moderation process for personal and social capability indicators embedded across teams	-	-				Embedded

### What this evidence tells us

- The percentage of parents who responded in 2022 to the perception data was significantly less than response in 2021, it's difficult to gauge an accurate target. Will consider this in our next step actions.
- We have not meet HASS targets, this may be due to our moderation processes, will consider how we support consistent moderation in follow year action plan.

### Our achievements for this priority

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

- Embedding consistent teachers' inquiry in team meeting into 'I am a Thinker'.
- Embedding tracking and monitoring of 'Thinker' student achievement on the digital data wall.
- Embedding tracking and monitoring of 'Thinker' achievement through co-constructed 'Thinker'. rubrics within team and then classes, students setting goals and self-assessing using the 'Thinker' Rubric.
- Increasing visibility of 'I am a Thinker' classrooms including: Co-constructed 'Thinker' goal, Parent Workshops, Newsletter Highlights linked to teacher cycles of inquiry.

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

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

- Aligning HASS & science curriculum areas to map/assess thinker learner assets.
- Trialling teacher co-constructed thinker rubric as a study in team meetings.
- Developing student co-constructed thinker rubrics.
- Engaging critical friends across STEAM Festival Week (term 3) to support planning of 'Thinker' asset.
- Engaging teachers in the Makerspace and Thinker mindset professional learning.
- Engaging parents with approach to student learning at the Parent Pizza and Q&A Panel - Turner Learner Profile and 'Thinker Mindset' supported with ongoing newsletter articles.
- Sharing Spotlight on Practice – hosted by teachers 'I am a Thinker Classroom Chats'.
- Implementing action learning in the 1/2 Team including research and sharing of visible thinking skills.
- 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', Sustainability Summit and Taking Action Fair, Self Directed Learning (Animal Adaptations).
- Engaging in teacher lesson study with Harry Kanasa professional learning and modelled lesson.
- Strengthening the link between perceptual positioning (language of learning from other's perspectives) and the 'I am a thinker skill' in classroom practice.

## Challenges we will address in our next Action Plan

### Next step considerations for 2023 Annual Action Plan:

- How we embed moderation discussions of HASS inquiry skill and Science inquiry skills. Opportunity for the School improvement team to align HASS/Science inquiry achievement standard indicators with co-constructed 'thinker' rubric.
- Exploring the use of Digital Data Wall for tracking growth across HASS and Science inquiry skills.
- Embedding vision of the inquiry approach and using ICT to support student led inquiry.
- Increasing opportunities to offer a Spotlight on Practice with an ICT and inquiry focus (I am a thinker, I am a researcher).
- Connecting with Cultural Integrity (priority 3) to map and track I am a Positive Contributor - rubrics, shared language and expectations, focus in Semester 1 2023.
- Focus on 'I am a communicator' during Artists and Writers' Festival 2023.

**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 2022 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%				Maintain
Students	84%	72%				Aim 87%
Parents	91%	82%				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%				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	-	-				Embedded
Development of a common language for Cultural Integrity across the school.	-	Beginning				Embedded

## What this evidence tells us

- We had a significant drop in the response to the satisfaction survey which impacts the results. With that in consideration, in light of observational data, we would consider we are still on track in the target areas.

## Our achievements for this priority

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

- Implementing shared strategies for rituals, check in processes (Staff & class) and acknowledgement to Country.
- Developing a Social Emotional Literacy scope and sequence for year 5/6 and 3/4 and implemented by a wellbeing specialist teacher.
- Strengthening staff collective understanding of obligation and how it looks and impacts wellbeing through teacher planning day workshops and workshop led by Alice Roscoe in staff meeting.
- Exploring 'I am a positive contributor' during the STEAM festival through a focus on Country and Sustainability where team linked Positive Contributor to their curriculum planning.
- Investigating and strengthening consistency for playground and classroom behaviour flow charts to support students to understand expectations around obligation to the Turner SCARFF values.
- Creating an outdoor learning space where students and staff can learn with and build an understanding that place, animals, and objects are a valued part of our community (connection to Country).

## Challenges we will address in our next Action Plan

### **Next step considerations for 2023 Annual Action Plan:**

- Students and staff co-construct common language of 'positive contributor' for use within the community to become a foundation for:
  - A collective understanding of Cultural Integrity and links to Turner SCARFF values, positive behaviour interactions, successful learning relationships and link to Turner Learner Profile – 'I am a positive contributor'.
  - Embedded classroom rituals and check-ins to build connection between students, staff and community.
  - Co-Constructed positive contributor rubrics.
  - A visible and accessible glossary: Staff and students co-constructed language related to 'I am a positive contributor'.
  - Student and teacher co-constructed goals related to 'I am a positive contributor' (Semester 2).
  - 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)

**2022 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 2022:**

- Refining Turner Preschool philosophy with key statements related to meaningful play based experiences, student agency and inquiry.
- PLC PK group - main question around expanding cognition in play-based activities, linked to the learner assets at Turner School.
- Exploring and implementing use of visuals to support students in positive play and following preschool routines.
- Maintaining hand over of information (class summary) for children with specific personalised needs so all staff working with 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)

**2022 focus action:** Quality Area 1 (Building student agency into planning process, including deepening connections to nature - see Action Learning question: *"How do we support all children with visuals, in order to build independence, self-regulation and clarity of communication?"*)

**Actions achieved toward this priority in 2022:**

- Continuing systems for recording and 'noticing' that is shared by all staff in the preschool.
- Ensuring evidence in planning shows links to opportunities to build self-management and communication for students.
- Multi-step visual checklists for preschool routines, e.g. washing hands, sunscreen.
- Word walls with graphics attached.
- Signage around the classroom (e.g. stop signs on powerpoints).
- 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)

**2022 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 2022:**

- Exploring and implementing use of visuals to support students in positive play and following preschool routines.
- Building 'scripts' in situations of conflict and restoration, as well as for particular needs.
- 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 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.*