Narrabundah Early Childhood School

Network: South Canberra/ Weston

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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.

Please note due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an n/a or 0 (zero) entry has been used.

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 2020 our school supported this Strategic Indicator through – Priorities 1 and 2 (see reporting for detail):

- Effective analysis and discussion of data
- Systematic curriculum delivery to support the learning needs of all children
- Implementation of Positive Behaviours for Learning
- Introduction of improved student achievement processes

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- Participation in Early Years Literacy Initiative professional learning
- Participation in professional learning on Professional Learning Communities

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through – Priorities 1 and 2 (see reporting for detail):

- Improved processes for monitoring student achievement
- Introduction of Collaborative Conversations (a vehicle for sharing intervention strategies for learning and wellbeing)
- Professional learning on Trauma Informed Practice
- Systematic curriculum delivery to support the learning needs of all children

Reporting against our priorities

Priority 1: Improved wellbeing for each child

Wellbeing in this context is measured through self-awareness and self-management.

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

Student outcomes to be achieved through this priority include: Students are empowered, confident and resilient learners, equipped with skills to succeed in a rapidly changing world.

Targets/Measures to be achieved by 2022

Perception data

Target or measure: By 2022, 95% of parents will report that their *child feels safe at this school*. The target was set by averaging the percentages for agree or strongly agree for parents of similar system schools over 2016 to 2019.
Source: Parent Satisfaction Survey
Starting point: Baseline data of 91% was determined by averaging percentages of parents who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 83% of parents will report *that student behaviour is well managed at this school.* The target was set by averaging the percentages for agree or strongly agree for parents of similar system schools over 2016 to 2019.
Source: Parent Satisfaction Survey
Starting point: Baseline data of 80% was determined by averaging percentages of parents who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 87% of staff will report that *students feel safe at this school*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2016 to 2019.
Source: Staff Satisfaction Survey
Starting point: Baseline data of 63% was determined by averaging percentages of school staff who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 73% of staff will report *that student behaviour is well managed at this school.* The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2016 to 2019.
Source: Staff Satisfaction Survey
Starting point: Baseline data of 62% was determined by averaging percentages of school staff who agree or strongly agree with this item over 2016 to 2019.

School program and process data

Target or measure: By 2022, 95% of children in year two will demonstrate their ability to negotiate and resolves conflict effectively.
Source: SAS Academic Report (Personal and Social Capabilities)

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

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 68% was determined by analysing the number of year 2 students who achieved *consistently* or *usually* on the end of semester 2 SAS Academic Report in 2019.

Target or measure: By 2022, 95% of children will usually or always works towards learning goals.
Source: SAS Academic Report
Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 79% was determined by analysing the number of year 2 students who achieved *consistently* or *usually* on the end of semester 2 SAS Academic Report in 2019.

In 2020 we implemented this priority through the following strategies

- Analysis and discussion of data
- Systematic curriculum delivery
- Differentiated teaching and learning

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	2017	2018	2019	2020	2021	2022
End of year report – ability to usually or always negotiate and resolve conflict	100%	84%	62%	58%		
End of year report – ability to usually or always work towards learning goals	92%	73%	64%	83%		

Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
Students at this school are friendly to each other	88.0%	85.8%	N/A	N/A		
Staff have a consensual approach to managing issues within the school	50.0%	78.6%	N/A	N/A		
Parent Satisfaction Survey – *My child feels safe at this school*	94.1%	98.2%	82.8%	93.5%		
Parent Satisfaction Survey – *Student behaviour is well managed at this school*	87.5%	90.7%	62.5%	67.7%		
Staff Satisfaction Survey – *Students feel safe at this school*	*	80.0%	62.5%	80%		
Staff Satisfaction Survey – *Student behaviour is well managed at this school*	*	73.0%	50.0%	80%		

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

School program and process data

Targets or Measures	2017	2018	2019	2020	2021	2022
Circles and emotional check-ins are used every day in every learning space	*	40%	33%	N/A		

*Data not available

What this evidence tells us

- The key focus on explicit Social and Emotional Learning (SEL) and Positive Behaviours for Learning (PBL) is having a positive impact on safety and learning at NECS.
- The focus on school wide consistency in language and practice has had a positive impact on student wellbeing.
- In 2020 additional targets and measures were added to the School Improvement Plan 2018-2022. These are present in this report.
- Measures above are represented by the year 2 cohort of students. In 2020 there were 12 year 12 students. This is a small cohort of students and this must be kept in mind when reading the data.
- We will continue to have SEL as a specialist teaching area in 2021.

Our achievements for this priority

- NECS has developed a systematic flow chart to guide educator decision making in relation to monitoring student achievement. This has helped to formalise the referral process.
- This referral process has assisted more formal referrals to the School Psychologist and a number of applications to Disability Education have been made.
- Educators are increasingly using trauma informed practice to guide their interactions with children.
- Educators engage in Collaborative Conversations twice each term. This process allows educators to work collaboratively in teaching teams to plan interventions and try new strategies to address individual student need.
- Deputy Principal has explicitly taught SEL lessons to each K-2 class for 45 minutes each week. This has further equipped children to learn about the zones of regulation and learn self-regulation strategies. This has had a positive impact on positive behaviours.
- All class teachers have implemented Classroom Systems as part of PBL. The teachers and children in each class collaborated to design classroom expectations. This has helped children to know what is expected of them in the classroom.
- Teachers document differentiation in planning documents, this has helped to ensure all students learning needs are being met.

Challenges we will address in our next Action Plan

- All staff will participate in Team Teach professional learning in week 0, 2021. The focus of Team Teach is on protecting and promoting positive relationships between settings and young people. It has been developed to meet the needs of those displaying behavioural and/or emotional difficulties.
- An ongoing focus on explicit SEL lessons and Team Teach will assist children to improve their ability to negotiate and resolve conflict.

- The parent satisfaction data shows a discrepancy between two key areas
  My child feels safe at this school 93.5% and
  Student behaviour is well managed at this school 67.7%
  In 2021 NECS will have an increased focus on communicating how behaviour is managed to the wider community.

Priority 2:   Maximise the growth in learning for every child

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

Student outcomes to be achieved through this priority include *each child will show growth in learning in Mathematics and English.*

Targets/Measures to be achieved by 2022

Student learning data

Target or measure: By 2022, 73% of kindergarten children will achieve expected growth or high growth in **reading** in BASE (PIPS) at the end of kindergarten**.** The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) reading over 2014-2019.
Source: BASE (formerly PIPS data)
Starting point: Baseline data of 64% was determined by averaging the percentages of students at the school who achieved expected growth or high growth for PIPS (BASE) reading over 2014-2019

Target or measure: By 2022, 76% of kindergarten children will achieve expected growth or high growth in **mathematics** in BASE (PIPS) at the end of kindergarten. The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) mathematics over 2014-2019.
Source: BASE (formerly PIPS data)
Starting point: Baseline data of 71% was determined by averaging the percentages of students at the school who achieved expected growth or high growth for PIPS (BASE) mathematics over 2014-2019.

School program and process data

Target or measure: By 2022, 85% of children will reach the **ACT Reading Benchmark** at the end of year two.
Source: Reading Benchmark data
Starting point: Baseline data of 77% was determined by averaging the percentages of year 2 students at the school who achieved at standard or above in reading over 2016-2018 on the school based end of year report.

Target or measure: By 2022, 85% of children receive a grade of at standard (meeting year level expectations) or above in **Mathematics** at the end of year two
Source: SAS Academic Report
Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 100% was determined by analysing the number of year 2 students who achieved *at standard* or *above standard* on the end of semester 2 SAS Academic Report in 2019.

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

Target or measure: By 2022, 85% of children receive a grade of at standard (meeting year level expectations) or above in **English** at the end of year two.
Source: SAS Academic Report
Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 89% was determined by analysing the number of year 2 students who achieved *at standard* or *above standard* on the end of semester 2 SAS Academic Report in 2019.

In 2020 we implemented this priority through the following strategies.

- Analysis and discussion of data
- Systematic Curriculum Delivery
- Differentiated teaching and learning

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	2017	2018	2019	2020	2021	2022
End of year report – speaking – year 2	100%	84%	N/A	N/A		
ACT ED Reading Benchmark	*	81%	69%	83%#		
Year 2 English at standard or above in S2	N/A	N/A	*	100%		
Year 2 Mathematics at standard or above in S2	N/A	N/A	*	100%		
BASE – expected growth or high growth in reading	65%	72%	40%	Data set not yet available		
BASE – expected growth or high growth in mathematics	89%	84%	56%	Data set not yet available		

 # 11 out of 12 children achieved at or above system level end of year 2 reading benchmark

Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
My child's learning needs are being met at this school	90.6%	96.4%	76.6%	83.9%		
Teachers at this school give useful feedback	93.5%	96.2%	64.1%	80%		

School program and process data

Targets or Measures	2017	2018	2019	2020	2021	2022
Every teacher has a goal around priorities in their Teacher Development and Performance Plan	*	100%	100%	100%		

*Data not available

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

What this evidence tells us

- In 2020 additional targets and measures were added to the School Improvement Plan 2018-2022. These are present in this report.
- Measures above are represented by the year 2 cohort of students. In 2020 there were 12 year 2 students. This is a small cohort of students and this must be kept in mind when reading the data.
- The focus on school wide consistency in the teaching of literacy has had a positive impact on student learning.
- Eleven out of twelve students achieved expected standard or above for reading.

Our achievements for this priority

- As a result of participating in the Early Years Literacy Initiative with School Improvement Mentors and Christine Topfer staff now have increased consistency in the teaching of literacy.
- As a result of the professional learning associated with the Early Years Literacy Initiative we have documented our consistent practice in a document 'Pedagogical Guide to the Teaching of English'.
- NECS has developed a school wide assessment schedule to monitor student growth over time.
- NECS has developed tracking sheets to track student growth over time.
- Staff participated in Learning Walks with School Improvement Mentors and Christine Topfer.
- Staff participated in Environmental Walks within teams to provide feedback to colleagues.
- Student work samples are analysed regularly in Professional Learning Communities to help monitor growth, plan interventions and regularly moderate student work against the Australian Curriculum.

Challenges we will address in our next Action Plan

- In 2021 NECS will continue to focus on the Ten Essential Literacy Practices to ensure consistent pedagogy and language is embedded in all classrooms.
- An additional focus area in 2021 will be on using effective feedback to improve outcomes.

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 either report against their QIP using the Directorate template or to report progress here.

- Templates and records updated to comply with NQF regulations.
- All student information stored electronically on SAS.
- QIP reflected upon, updated and new actions identified.

*A copy of the QIP is available for viewing at the school.

- NECS underwent the formal assessment and rating process in 2020:

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

Assessment and rating summary

Quality Area 1 is rated	Meeting NQS
Quality Area 2 is rated	Meeting NQS
Quality Area 3 is rated	Meeting NQS
Quality Area 4 is rated	Exceeding NQS
Quality Area 5 is rated	Meeting NQS
Quality Area 6 is rated	Exceeding NQS
Quality Area 7 is rated	Exceeding NQS

Overall rating	Meeting NQS

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