Narrabundah Early Childhood School

Network: South Canberra/ Weston

Impact Report 2019

# The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 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

## Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

* Participation in Early Years Literacy Professional Learning
* Development of whole school scope and sequence for Australian Curriculum
* Reporting against Achievement Standards

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator through – Priorities 1 and 2 (see reporting for detail):

* Development of Response to Intervention Plan tier 2 and 3 interventions
* Professional learning around goal setting and supporting children to resolve conflict effectively

# Reporting against our priorities

## Priority 1: Improved wellbeing for each child

### Targets or measures

By the end of 2022

* 95% of children in year two will demonstrate their ability to negotiate and resolves conflict effectively.
* 95% of children will usually or always works towards learning goals.

In 2019 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** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| End of year report – ability to usually or always negotiate and resolve conflict | 100% | 84% | 62% |  |  |  |
| End of year report – ability to usually or always work towards earning goals | 92% | 73% | 64% |  |  |  |

#### Perception Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Students at this school are friendly to each other | 88% | 85.75% | N/A |  |  |  |
| Staff have a consensual approach to managing issues within the school | 50% | 78.57% | N/A |  |  |  |

#### School program and process data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Circles and emotional check-ins are used every day in every learning space |  | 40% | 33% |  |  |  |

### What this evidence tells us

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| --- |
| * What does this evidence indicate about your school’s progress towards its five-year targets?
* progress towards our five-year targets has slowed this year due to a large turnover of staff at the end of 2018 and continued staff instability and change throughout 2019.
* in 2019 two of our four K-2 classes have had five teachers across the year and there have been four principals/acting principals.
* this has impacted on embedding of priorities and work towards targets
* Have any of your data sources changed over time? If so, why?

- data that relied on reporting against end of year outcomes in separate strands in English or Mathematics is no longer available due to migration of reporting to Sentral and a changed report format.- new targets will need to be developed in the 2020 School Improvement Plan and will need to be updated in the Strategic Plan- perception data relied on an in school survey which was not conducted this year.* What implications does this evidence have for your next AP?
* Some targets will continue for the remainder of the five years and new targets will be set in the 2020 AP
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### Our achievements for this priority

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| **Effective analysis and discussion of data** * SAS reporting established and data used to discuss student behaviour and school wide expectations

**Implementing Positive behaviours for Learning (PBL)*** New PBL team established to implement ‘all settings’ values across the school
* RISE award system implemented
* Above 80% understanding and implementation in ‘all settings’ with training undertaken for 2020 ‘classroom’ implementation phase

**Whole school learning*** All staff participated Team teach training in January to ensure consistency of approach
* School psychologist and NSET OT presented professional learning in co and self-regulation

in terms 2 and 3* All staff completed on-line learning modules in Be You with follow up discussions facilitated by the Be You committee at staff meetings

**Response to Intervention Plan developed*** Tier 1 in class support provided through increased LSA presence in classrooms
* Tier 2 support provided through executive presence in classrooms, implementation of strategies to support student self-regulation, positive behaviour strategies and if needed withdrawal of students from classroom for short periods for redirection and calming, and restorative conversations
* Tier 3 ‘workshop’ space developed to deal with small group of high need students, additional SLC employed for term 4 2019
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### Challenges we will address in our next Action Plan

|  |
| --- |
| * Consistent staff
	+ Leadership – new leadership team appointed – SLA term 4 2019, SLC term 1 2020, SLB early 2020.
	+ Stability of classroom programs with the appointment of four new class teachers
* Professional learning to ensure all staff have shared understandings and knowledge to implement programs
 |

## Priority 2: Maximise the growth in learning for every child

### Targets or measures

By the end of 2022 we will achieve:

* 90% of children in year 2 will be at standard or above in the speaking domain within our school-based reports
* 85% of children in year two will reach the ACT Reading Benchmark

In 2019 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** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| End of year report – speaking – year 2 | 100% | 84% | N/A |  |  |  |
| ACT ED Reading Benchmark |  | 81% | 69% |  |  |  |

#### Perception Data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| My child’s learning needs are being met at this school | 98% | 100% | 77% |  |  |  |
| Teachers at this school give useful feedback | 85% | 96% | 81% |  |  |  |

#### School program and process data

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Every teacher has a goal around priorities in their Teacher Development and Performance Plan |  | 100% | 100% |  |  |  |

### What this evidence tells us

|  |
| --- |
| * What does this evidence indicate about your school’s progress towards your five-year targets?

-while our achievement against the targets has fallen from last year’s we are still providing a quality education for our students - a high proportion of students are achieving the appropriate reading benchmark or higher- parents perception survey data indicates that the school community still has a high degree of trust that we provide a high quality education for their children* Have any of your data sources changed over time? If so, why?
* End of year reporting data on speaking is no longer available due to the introduction of new Sentral reporting format
* What implications does this evidence have for your next AP?
* Some targets will continue for the remainder of the five years and new targets will be set in the 2020 AP
* new targets will be compatible with available data sets eg Sentral
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### Our achievements for this priority

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| --- |
| **Professional Learning with a focus on best practice in Mathematics*** All teaching staff participated in professional learning with Anita Chin in January – whole day, term 2 – after school session, and in term 3 Anita visited classes to observe and model best practice mathematics teaching.
* Resources purchased to support mathematics professional learning

**Systematic curriculum delivery*** K-2 scope and sequence developed to map the Australian Curriculum across the year
* Achievement standards being used for reporting in semester two
* Early Years Literacy professional learning participation by two executive staff with a focus on coaching
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### Challenges we will address in our next Action Plan

|  |
| --- |
| * Consistent staff
	+ Leadership – new leadership team appointed – SLA term 4 2019, SLC term 1 2020, SLB early 2020.
	+ Stability of classroom programs with the appointment of four new class teachers
* Professional learning to ensure all staff have shared understandings and knowledge to implement programs
* Shared understandings and expectations
* Systematic curriculum delivery. One example is whole school involvement in Early Years Literacy program with Chris Topfer coaching in the school in 2020.
* Consistent pedagogical approach across the school – whole staff development and implementation of programs
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## 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.

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| * Templates and records updated to comply with NQF regulations
* All student information stored electronically on SAS
* QIP reflected upon, updated and new actions identified
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*\*A copy of the QIP is available for viewing at the school.*