Lyons Early Childhood School

Network: South Canberra/ Weston

Impact Report 2018

# The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the* ***end of 2019*** *the section below - ‘Our school’s contribution to whole-of-system Strategic Indicators’ - will be populated by the Education Directorate and the school. The Directorate’s new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

# 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*

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  DATA  SYSTEM LEVEL (provided/populated by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  System-level analysis statement (provided by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  DATA  Your school’s apparent contribution to this Strategic Indicator (provided by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  *School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.* |

## Education Directorate Strategic Indicator 2018-2021

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

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  DATA  SYSTEM LEVEL (provided/populated by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  System-level analysis statement (provided by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  DATA  Your school’s apparent contribution to this Strategic Indicator (provided by Directorate) |

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| School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes. |

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  DATA  SYSTEM LEVEL (provided/populated by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  System-level analysis statement (provided by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  DATA  Your school’s apparent contribution to this Strategic Indicator (provided by Directorate) |

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| **DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019**  *School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.* |

# Reporting against our priorities

## Priority 1: Maximise the literacy achievements of every student in their foundation years of schooling

### Targets or measures

By the end of 2021 we will achieve:

* At least 80 percent of students demonstrate, across the life of the Plan, with a yearly increase of 20 percent -

improved proficiency in speaking and listening according to the EAL/D Learning Progression

increased proficiency in the language of interaction for every student as demonstrated by the EAL/D

Learning Progression

movement along the Speaking and Listening continuum of the EAL/D Learning Progression in relation to their prior assessment

* A yearly increase of 5 percent in expected or above growth in PIPS. By the end of the life of the Plan, 70 percent of students are achieving expected or above expected growth in PIPS
* By the end of the life of the Plan, 90 percent of students expertly using a range of literacy modes (for example, reading, writing, digital text) as a social practice at school and at home
* Yearly improvements of at least 50 percent in all elements of teacher capacity building - Literacy (as assessed by a Lickert Scale)
* At least a yearly increase of 5 percent of students reaching Education Directorate benchmarks for reading. By the end of the life of the Plan achieve the following end of year results:

Kindergarten – at least 65 percent of students at or beyond benchmark

Year one – at least 75 percent of students at or beyond benchmark

Year two – at least 90 percent of students at or beyond benchmark

* At least a yearly increase of 5 percent of numbers of students reaching the achievement standard (C) for English.

In 2018 we implemented this priority through the following strategy:

* Improve the capability of teachers to effectively plan, teach and assess Writing aligned to the workshop approach

*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

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| **Targets or Measures** | **Base** | **K** | **Year 1** | **Year 2** |
| PIPS: percentage of students that achieved expected progress or above (Reading) | 75% | 56% | N/A | N/A |
| Reading: ED set targets for K-2 benchmarks | 100% | 57% | 68% | 78% |
| English (years one and two): percentage  of students that achieved at or above achievement standard (C) | 75% | N/A | 64% | 78% |

#### Perception Data

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| **Targets or Measures**  (parent and staff satisfaction survey results) | **Base** | **K** | **Year 1** | **Year 2** |
| My child is making good progress at this school | 75% | 78 | 78 | 78 |
| My child’s learning needs are being met at this school | 75% | 78 | 78 | 78 |
| Students’ learning needs are being met at this school | 100% | 100% (K-2) | | |
| Staff are well supported at this school | 100% | 83% (K-2) | | |
| Teachers at this school expect students to do their best | 100% | 92% (K-2) | | |
| This school looks for ways to improve | 100% | 100% (K-2) | | |

#### School program and process data

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| **Targets or Measures** | **Base** | **K** | **Year 1** | **Year 2** |
| Proportion of school leaders and teachers  demonstrating effective implementation of  the workshop approach (Writing component) | 100% | 80 | 80 | 80 |

### What this evidence tells us

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| The school’s use of reading benchmark data has allowed us to accurately identify children at low, moderate, or high risk for developing reading difficulties from kindergarten.  The data indicates that preschool is a critical stage in a child's journey toward literacy. When all teachers (preschool to year two) have participated in targeted professional development, they have built their capacity to collect data, interpret results, and use data to differentiate instruction.  Outcomes have improved when the individual teaching team for each student cohort has worked together to develop guidelines for grouping students for instruction. Some teachers have needed strong classroom management skills to provide differentiated instruction. Some teachers have needed help developing classroom routines that allow them to lead small groups with selected students while others work independently. This aligns with the provision of a rich literacy-promoting environment at each grade level.  This evidence shows it has been vital to provide support for families in contributing to a literacy-promoting environment. Encouraging emergent literacy skills at home has impacted on children’s attainment of reading skills at school.  Data shows that the extent to which families can support early literacy has depended on their level of engagement with the child and the school’s literacy practices. Partnerships between families and teachers have played a critical role in the development of children’s early literacy skills, as well as influencing children’s and parents’ attitudes towards learning to read. Providing opportunities for parent education, such as workshops, supports children’s success.  Children entering kindergarten at Lyons without emergent literacy skills may struggle to keep up with their peers’ rate of literacy acquisition. Professional learning, including coaching for increased teacher capacity, can support the development of emergent literacy skills in our kindergarten and year 1 students.  The success of the school’s English Workshops model becomes most apparent in year 2. This supports contemporary early childhood research that shows the impact of children’s developing and progressive interest and motivation to learn literacy skills over time up to age eight. |

### Our achievements for this priority

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| Our most successful work has taken place with the literacy mode (reading).  In 2018 the school developed and implemented an individualised targeted reading program for students at risk of falling behind peers. At the end of the year data was collected and analysed to consider the program’s success. Specific elements were highlighted as contributing to improved student outcomes. These will be explicitly integrated into the school’s literacy pedagogy and teacher practice in 2019:   * Quietness of the space- particularly important for highly vigilant children or those with hearing concerns. * Explicit, targeted teaching and experiences. The tasks remain the same each day; only the book changes and usually increases in difficulty. This allows the children to really focus on the task, rather than an everchanging routine. This is of particular importance for our children for whom English is an additional language or dialect (EAL/D). * Regular practice at home. Each child and their family must sign an agreement that states that they will bring their best and support their child to read the book sent home each night. * One-on-one attention with an adult. There is time to just read with someone and there is nothing more pressing to be doing. The whole school undertakes 30 minutes of reading at this time so there is no fear of ‘missing out’. * Each parent volunteer receives specific training to be able to support the child allocated to them.   One of the most lasting ways the Wild Readers program is impacting children's overall success and joy is by instilling in them a love and passion for reading. This is particularly significant for those at risk of underachievement in literacy. Participants are learning to enjoy reading, leading to them further developing reading skills on their own and not seeing it as a chore or difficult task to avoid.  In all learning spaces, independent reading time has been incorporated into the daily morning routine. Age-appropriate books and predictable texts are being made easily accessible to everyone.  The Wild Readers program, when, complimented by parent workshops and volunteer training, is sustaining improved outcomes.  All teachers engaged in Professional Learning with a focus on the school’s approach to Writing. Focused learning about Conferencing was provided at school level. Lickert Scale data demonstrates increased teacher capacity in teaching reading and writing aligned to the school’s English Workshops model. In 2018 the beginning steps of an informal coaching system have been in place to regularly identify teachers’ capacity for teaching through the school’s literacy workshop model. This will support formalized coaching from pre-school to year two from 2019.  Teachers engaged in individual research projects to share and learn from each other’s practice. Action research cycles were completed and analysed to inform next year’s practice.  Professional Learning Teams (PLTs) continued and became an established practice for data sharing, analysis and moderation. In 2019, consideration will be given to a whole-school PLT, given the small team and the power of teambuilding as a school priority.  The school’s approach to writing was developed and documented. |

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

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| In planning for a new school year, differentiation is the most important factor highlighted in our in our work. This priority has become a focus to meet the needs of our diverse school population, aiming to ensure students achieve and are more engaged in learning. We must continue to build teachers’ capacity to differentiate high-quality curriculum and instruction.  Each action within our 2019 Action Plan supports differentiation.  In 2019 our challenge and aim are to embed into ALL learning and teaching practice the strategies that have made our Wild Readers program so successful.  We plan to build and then embed a culture that allows children to get into the flow of their learning. Teachers will discuss how noise affects people and that everyone has the right to be able to work hard and without interruption. An updated Home Book Policy will be implemented. Each child from preschool to year 2 who requires predictable books will take one home each week, to be read to, by or with their family.  Data shows that conferencing remains an area for improvement. In 2019 we will support differentiation through targeted work around Debbie Miller’s model of conferencing (touching base versus conferring). In term 1 we will offer a professional conversation about conferencing and the questions we ask. A follow up session for parents will also be offered early term 2.  We will implement schoolwide use of ‘Passports’ as a tool for collaborating around, documenting and giving feedback on individual student goals and goal-setting.  The role of the Learning Support Assistant (LSA) will be interrogated. This will be a key focus for building teacher capacity. For teachers to utilise the skills of an LSA effectively they will be able to access professional learning that caters to their needs and builds their skills, knowledge and confidence in this area.  An explicit schedule will allow every teacher a weekly coaching session with a school leader. This will be complimented with instructional coaching as required. Our goal is for the school’s coaching approach to be normalized within the school’s teaching and learning strategies.  In Semester 2 2019 the Spiral of Inquiry framework will be a key feature of PLT conversations to build teacher capacity in the teaching of literacy. School and teacher leaders will lead collaborative, evidence-informed inquiry in ways that keep learners’ progress (Literacy) at the centre. The school’s participation in the Early Years Literacy initiative will support this priority.  In the preschool to year two PLT model, school leaders will engage teachers in the Timperley spiral of inquiry model will be used to |

## Priority 2: Maximise the numeracy achievements of every student in their foundation years of schooling

### Targets or measures

By the end of 2021 we will achieve:

At least 70 percent of students demonstrate:

* At least expected growth in PIPS (Maths)
* reaching at least the achievement standard (C) for Mathematics
* at least 80 percent of students demonstrate use of improved language proficiency to develop knowledge, skills and understandings in Mathematics
* achieve yearly improvements of at least 40 percent in all elements of teacher capacity building - Mathematics (as assessed by a Lickert Scale)

In 2018 we implemented this priority through the following strategies.

Improve the capability of teachers to effectively teach Mathematics using an inquiry focus

Develop and implement a whole of school approach to the teaching of numeracy

Develop and implement a plan for the collection and analysis of numeracy data, Mathematics Statement

Implement a formalized observation, feedback and coaching program in numeracy

*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

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| --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **K** | **Year 1** | **Year 2** |
| PIPS: percentage of students that achieved expected progress or above (Maths) | 75% | 60% | N/A | N/A |
| Mathematics (years one and two): percentage  of students that achieved at or above achievement standard (C) | 75% | N/A | 75% | 78% |

#### Perception Data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Targets or Measures**  (parent satisfaction survey results) | **Base** | **K** | **Year 1** | **Year 2** |
| My child is making good progress at this school | 75% | 78 | 78 | 78 |
| My child’s learning needs are being met at this school | 75% | 78 | 78 | 78 |

#### School program and process data

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| --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **K** | **Year 1** | **Year 2** |
| Proportion of school leaders and teachers  that demonstrated effective implementation  Of the Mathematics curriculum | 100% | 100% | 100% | 100% |

### What this evidence tells us

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| Teachers’ capacity to teach Mathematics across kindergarten to year 2 has improved in 2018. This was supported by the establishment of a teacher leader (Mathematics) whose initial coaching guidance has supported collaborative sharing of resources. A Mathematics Statement relevant to the school’s cohort has been established. Outcomes for kindergarten students demonstrate a need to further interrogate PIPS data to inform strategies for effective learning and teaching in preschool as well as for the kindergarten cohort. It is imperative to investigate avenues to provide information about this curriculum area to parents to ensure there are high expectations for all children to improve in understanding and application of Mathematics. |

### Our achievements for this priority

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| At least 50 percent of teaching staff engaged in professional learning Principals as Numeracy Leaders (PANLS) with a focus on assessment for learning Mathematics.  In 2018 we took the first steps towards building a whole school, agreed approach to supporting teachers in analysis of data to inform improved outcomes for students. A coaching model was implemented. The focus was on feedback around Mathematics learning and teaching.   1. The school leadership team and an identified teacher leader participated in formal coaching professional learning. 2. The work of coaches was focused on spending time building relationships and trust with teaching staff as the key to moving into utilising conversation structures for planning, reflecting and problem resolving.   In 2018, coaching has been focused on the practice and support of the teacher. This has assisted teachers to adapt and add to their teaching toolkits. For example, a strategy was often attempted and, after coaching, refined before an educator decided if it was effective or not, prior to adding it to their toolkit.  The school leadership team interrogated a coaching model for this school environment. It was agreed that true change requires questioning assumptions; this is where deep coaching can be transformative. We plan to extend our own thinking and implementation of coaching in 2019. Our professional learning taught school leaders that the underlying premise of Cognitive Coaching is that a person’s actions are influenced by internal forces rather than overt behaviours. This will be our preferred method for coaching at Lyons Early Childhood School. Our focus is on being there for the person being coached.  In 2018 a teacher leader (Mathematics) was identified. As part of her teaching load, she was allocated time each week to support peers in the implementation of Mathematics learning and teaching. A whole school consistent approach was established. This included an agreed structure for a balanced Mathematics learning experience (lesson). “What is our belief about Maths at LECS?” has been interrogated and documented. Through engagement with the PANLS professional learning, funding was used to resource contemporary evidence-based teacher resources for use in planning, teaching ad assessment of Mathematics in the early childhood school context. |

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

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| In 2019 we aim to further embed the type of coaching partnership that must exist for coaches to begin truly doing transformational work.**When coaching, our focus will be on the practice and support of the teacher. This was our work in 2018. Next year, with additional teachers trained, we will continue to shift into the next coaching stage. We will begin to focus on student learning and systems change*.***  We will progress our learning from PANLS. In PLTs in 2019, school leaders aim to bring the conversations to a critical focus on whole-child outcomes and systems change. It will be about taking the results—data and outcomes across all domains of development—and challenging them with an ultra-curious lens. This will happen within the team. It will aim to be a transparent process that supports everyone and articulates clear intentions and expectations of all staff. The team will consider and agree on the use of additional Mathematics assessment tools.  We know the cost of lingering too long on the initial stages of coaching (building partnerships). While the partnerships were strong, and many teachers experienced growth last year, in 2019, coaches will spend time looking at the data to see better leverage points for effecting student outcomes. A preschool to year two PLT, as well as targeted in-class observations followed by one-on-one coaching will be used as mechanisms to facilitate this. The school will fund school leader support for regular, intentional, instructional coaching. Key elements of this will be observation, modelling, and providing feedback. Going deeper will honour the coachee's ability to examine theory and research until they lean back on their own expertise.  In 2019 any new teachers will be inducted into the LECS way for learning and teaching Mathematics. Teachers will investigate the use of mathematical language with the aim of developing a toolbox of consistent, rich mathematical language across preschool to year two. |

## Priority 3: Build a strong framework that supports successful learning in the early years

### Targets or measures

By the end of 2021 we will achieve:

* All students have made yearly progress in the development of the 7Cs dispositions for learning
* 100% of curriculum plans include planned teaching of capabilities and dispositions
* 100% of students reflect on their development of dispositions
* Annual Technology targets met for at least 80 percent of students (against ICT capability learning continuum)
* Yearly improvements of at least 50 percent in all elements of teacher capacity building – Trauma, Understanding and Sensitive Teaching (TRUST) implementation (as assessed by a Lickert Scale)
* Improved student safety and student morale over the course of the Plan by at least 10 percent each year (as assessed by TRUST and NSET data).

In 2018 we implemented this priority through the following strategies.

* All staff participate in TRUST in Schools professional learning
* Teachers include Circle Time in daily/weekly learning and teaching episodes
* Teachers facilitate Peace Tables (conflict resolution)
* Teachers include strategies for intentionally teaching the language of feelings
* All staff use the language of feelings with each other and with children
* The school develops a tool for measuring growth in this capability

*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

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| **Targets or Measures** | **Base** | **Preschool-Year 2** | | |
| Students participate in emotional literacy coaching | 100% | 100% | 100% | 100% |
| Individual Learning Plan goals are achieved | 100% | 80% | 80% | 80% |

#### Perception Data

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| **Targets or Measures**  (staff satisfaction survey results) | **Base** | **Preschool-Year 2** |
| Teachers at this school treat students fairly | 90% | 83% |
| Students like being at this school | 90% | 92% |
| This school looks for ways to improve | 90% | 100% |
| Teachers at this school motivate students to learn | 90% | 100% |
| Students’ learning needs are being met at this school | 90% | 100% |
| Overall, I am satisfied this school has high expectations in al that it does | 90% | 100% |
| Overall, I am satisfied that students are getting a good education at this school | 90% | 100% |
| **Targets or Measures**  (parent satisfaction survey results) | **Base** | **Preschool-Year 2** |
| Teachers at this school treat students fairly | 90% | 90% |
| My child likes being at this school | 90% | 90% |
| This school looks for ways to improve | 90% | 84% |
| Teachers at this school motivate my child to learn | 90% | 90% |
| My child’s learning needs are being met at this school | 90% | 80% |
| Overall, I am satisfied that this school has high expectations in all that it does | 90% | 84% |
| Overall, I am satisfied with my child’s education at this school | 90% | 84% |

#### School program and process data

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| --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **K** | **Year 1** | **Year 2** |
| Curriculum Plans include planned teaching of the Personal and Social Capability | 100% |  |  |  |

## What this evidence tells us

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| The evidence shows that we have not met our base target in these areas (according to staff and parent satisfaction surveys):   1. Teachers at this school treat students fairly 2. This school looks for ways to improve 3. My child’s learning needs are being met at this school   Some staff and parents may not have fully taken on board our learning about the research related to trauma (our TRUST work in 2018). This is research that has shown just how much children’s experiences of trauma [affect the developing brain](http://www.blueknot.org.au/Resources/General-Information/Impact-on-brain) and, in turn, impact behaviour and, crucially, [a child’s ability to learn](http://www.scpr.org/blogs/education/2014/06/02/16743/poverty-has-been-found-to-affect-kids-brains-can-o/).  The school’s shift to a “trauma-informed” approach, focusing less on “behaviour” and more on the issues that drive the behaviour, has been embraced by the community. Further education could value everyone but especially those who believe teachers are not treating students fairly, the school is not looking for ways to improve, and children’s learning needs are not being met at this school. |

## Our achievements for this priority

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| In 2018 the school engaged in a partnership with the ANU and Education Directorate to implement the Trauma, Understanding and Sensitive Teaching (TRUST) in Schools project.  This work has highlighted whole staff understanding about our need to move towards becoming trauma informed and trauma sensitive. Whole school professional learning as well as targeted conversations with the leadership team have placed a priority on learning about and establishing safe and supportive environments in this school where the impacts of experiences of adversity and trauma are recognised and acknowledged.   1. Sensory spaces have been intentionally created and resourced. Specific procedures for their use have been implemented 2. A teacher CHAMPION group was established. The role of this group is to make recommendations and facilitate continuous improvement for supporting TRUST in our school 3. A series of mentor sessions was established. This has been about supporting teachers and assisting with how trauma impacts on their students’ learning and wellbeing, and strategies to assist with this. It has also been about reflective practice, allowing teachers to build their capacity to apply the process to other students also.   The school has embraced the whole of school approach to embedding TRUST practices across the board. At Lyons Early Childhood School, this approach has helped to effectively create safe and supportive environments that benefit *all* children, but that have been particularly positive for children who have experienced adversity and trauma.  TRUST has supported ongoing learning for teachers about the importance of teaching emotions and their impact on learning, their influence on the ability to process information and to accurately understand what we encounter. It has been important for teachers to create a positive, emotionally safe classroom environment to provide for the optimal learning of students.  Teachers have included Circle Time in daily/weekly learning and teaching episodes. Teachers have honed their skills and understandings about the school’s Restorative Practices procedures. New and ongoing staff are facilitating Peace Tables (our conflict resolution practice).  Teachers have included strategies for intentionally teaching the language of feelings.  All staff are using the language of feelings with each other and with children. This is supported through Professor Thomas Nielsen’s Curriculum of Giving and embedded into the school’s wellbeing practices. |

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

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| The school is continuing to consider the development or sourcing of a tool for measuring growth in the personal and social capability.  In 2019 The TRUST in Schools program will support us to focus on the five key components that form the basis for a whole of school approach to trauma sensitive practices. These components will be considered in the light of developing a school-specific BRACE (Belonging; Routine; Attachment; Capacity; and Emotions) framework.  “These components come together to form BRACE. To brace is to give support, or to make stronger or firmer. TRUST schools support all students and provide them with a stronger base from which to succeed. “(The TRUST Team)  Learning how to manage feelings and relationships will continue. We will develop our own kind of “emotional intelligence” that enables our students to be successful. Specific behaviours and skills will be taught to help students develop emotional intelligence. We will continue to teach students how feelings can enhance or impede their learning, explore how to help students develop their emotional intelligence, and collaborate with staff to create emotionally safe learning environments.  Working with the TRUST team in Semester 1, we plan to articulate and document the leadership behaviours that will form the foundation of a BRACE framework appropriate for this school context. |

## 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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| QA1 Education Program and Practice  The Early Years Framework was delivered across preschool. The preschool teaching team collaborated through a Professional Learning Team (PLT) to plan using an Understanding by Design (UbD) tool for learning and teaching. Children’s interests played a key part in decision making. This supported purposeful thinking about curriculum implementation. Established goals and desired results were clearly articulated to reflect the potential of every child in the group. Assessment evidence, including performance tasks, was identified to support each child’s agency. A Statement of Intent included experiences that linked to outcomes in the Framework, Act and Do in Mathematics, English and Play Workshops. Outdoor Learning was intentionally taught, and outcomes reported. Dispositions for Learning were identified for intentional teaching across the day. Outcomes were reported to parents in a report each semester.  In 2019 we intend to refine our PLT model and incorporate the preschool team into a whole school preschool to year 2 PLT. |

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