Southern Cross Early Childhood School

Network: Belconnen

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:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and *Future of Education Strategies*

Foundation: A fair start for every child, Students at the centre

In 2022 our school supported this foundation through – Priority 1 – Improving literacy growth for all learners, with a strong focus on reading.

- Continue to develop the effectiveness of using evidence-based strategies in the teaching of reading in preschool, kindergarten, year 1/2
- Through PLCs, enhance teacher abilities to interpret learning evidence and use it to plan teaching and learning cycles to improve student outcomes in reading in preschool, kindergarten, year 1/2
- Monitor consistency of the teaching, learning and assessment of numeracy across preschool, kindergarten, year 1/2

Foundation: Valuing educators, values children, Empowered learning professionals

In 2022 our school supported this foundation through – Priority 1 - Improving literacy growth for all learners, with a strong focus on reading.

- Strengthen teacher capacity to effectively teach reading and early literacy practices across the whole school, birth to Year 2
- Strengthen teacher capacity to reflect the 10 Essential Instructional Practices in Early Literacy in their everyday practice across the whole school, birth to year 2

Reporting against our priorities

Priority 1: **Improve literacy growth for all learners.**

Targets or measures

By the end of 2023 we will achieve:

- **Target or measure**: 57% or more students will be achieving at or above expected growth in PIPS/BASE reading. The target was set by selecting the highest percentage of students achieving at or above expected growth over the 2014-2019 time period.
- **Target or measure**: *91% or more of our parents agree or strongly agree that 'My child is making good progress at this school'. The target was set from the percentage of parents who agree or strongly agree with this item for all ACT P-2 schools in 2020.*
- **Target or measure**: *91% or more staff agree or strongly agree that 'Students learning needs are being met at this school'. The target was set from the percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2020.*
- **Target or measure:** Increasing the proportion of students achieving at or above in running record data, using the ACT Benchmark Guidelines.
- **Target or measure:** Increasing the proportion of students achieving at or above in the *Crevola and Vineis Oral Language Assessment* in preschool.
- **Target or measure:** Increase the proportion of students who meet or exceed identified standards using the evidence-based Noella Mackenzie Writing Analysis Tool.

In 2022 we implemented this priority through the following strategies.
- Strengthen the pedagogical approaches and consistency of implementation in reading across the school.
- Strengthen the iterative cycles of inquiry that PLC's drive.

Student learning data

57% or more students will be achieving at or above expected growth in PIPS/BASE reading						
	2018 (Baseline)	**2019** (Baseline)	**2020** (First Year)	**2021** (Second Year)	**2022** (Third Year)	**2023** (Fourth Year)
Kindy BASE (*% at or above)*	24%	51.1%	75.5%	76.8%	84%	

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

91% or more of our parents agree or strongly agree that 'My child is making good progress at this school'. The target was set from the percentage of parents who agree or strongly agree with this item for all ACT P-2 schools in 2020.

91% or more staff agree or strongly agree that 'Students learning needs are being met at this school'. The target was set from the percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2020.

Targets or Measures	2018 Baseline	2019 1st Yr	2020 2nd Yr	2021 3rd Yr	2022 4th Yr	2023 5th Yr
91% or more of our parents agree or strongly agree that 'My child is making good progress at this school'.	91.7%	91.0%	85.7%	88%	84.2%	
91% or more staff agree or strongly agree that 'Students learning needs are being met at this school'.	93.8%	91.7%	83.3%	n/a	86.4%	
CHANGE of Question in Survey for 2021: Replacement question: 'I am satisfied that students are getting a good education at this school'.	94%	92%	94%	100%	n/a	

School program and process data

Increasing the proportion of students achieving at or above in running record data, using the ACT Benchmark Guidelines.						
Academic Year	End-2019	End-2020	Mid-2021	End-2021	Mid-2022	End-22
K	53%	77%	86%	86.2%	69%	72%
1	56%	54%	57%	69.2%	59.6%	81.4%
2	90%	58%	53%	78.6%	80%	83.3%

Increasing the proportion of students achieving at or above in the Crevola and Vineis Oral Language Assessment in preschool					
	2021 (Baseline & First Year)		2022 (2nd Year)		2023 (2nd Year)	2024 (3rd Year)
	Beg of yr	End of yr	Beg of yr	End of yr	
Pre-emergent readers (0-4)	44.32%	18.18%	28.73%	12.94%	

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

Early emergent readers	18.18%	13.64%	22.98%	11.76%	
Emergent readers	30.68%	45.45%	36.78%	44.70%	
Beginning readers	5.68%	15.91%	11.49%	28.23%	

Increase the proportion of students who meet or exceed school-based writing benchmarks using the evidence-based Noella Mackenzie Writing Analysis Tool				
	2020 (Baseline)	**2021** (First Year)	**2022** (Second Year)	**2023** (Third Year)
Kindy	67%	72%	75%	
Year 1	43%	72%	64%	
Year 2	47%	70%	83%	

What this evidence tells us

- The number of children achieving at or above expected growth in reading in the BASE assessment has increased significantly over the past 3 years, with 2022 data indicating 84% of children achieved at or above expected growth in reading. This is a 60% increase from 2018 to 2022.
- There has been a significant increase in the number of children achieving at or above expected reading achievement, from 69.2% in year 1 2021 to 83.3% at the end of year 2 in 2022.
- In the 2022 year 1 cohort, there was an increase worth noting from mid-year to end of year 1 reading data, from 59.6% to 81.4%.
- School-based writing data indicates an increase across kindergarten and year 2 from 2021-2022, using the Writing Analysis Tool. Comparatively, the 2020 kindergarten cohort has increased in writing ability across 3 years (67% in 2020, 72% in 2021 and 83% in 2022). This data tells us we need a writing focus for our year 2 cohort in 2023 to continue to 'lift' this cohort in writing.
- Preschool school-based data using the Crevola and Vineis Oral Language Assessment shows a decrease in children at the *pre-emergent readers* level and *early emergent readers*. There was an increase in children at the e*mergent readers* and a significant increase in the number of children in the *beginning readers* phase*.* Compared with the 2022 data, there were less children at the beginning of the year in the *pre-emergent readers* phase, and a 12% increase in children at the highest phase, the *beginning readers* phase.

Our achievements for Priority 1: Improve literacy growth for all learners – with a focus on reading.

1. Strengthen the pedagogical approaches and consistency of implementation in reading across the school.

Re-introduce and embed the use of the research-based Workshop Model for both reading and writing across K-2 to enable students to have time and choice to practise and strengthen their reading and writing. Using this model, teachers will have time for individual and small group catches following explicit mini lessons.

Privilege the 10 Essential Instructional Practices in Early Literacy Framework to allow for a clear progression of reading across the school from birth to age 8.

2. Strengthen the iterative cycles of inquiry that PLC's drive.

Re-introduce PLC structures and processes to ensure a rigorous focus on using student learning evidence to guide analysis to ensure all learners needs are being met in reading.

Refine the school data schedule (with a focus on reading) to ensure data collected is relevant and is analysed by teachers to inform learning needs.

Our achievements against the above strategies and actions:

- Professional learning in week 0 *"Exploring the reading and writing connection and morphology to motivate and inspire readers and writers"* to continue our focus on the 10 Essential Instructional Practices in Early Literacy and the Reader's Workshop Model.
- Staff then continued this focus throughout the year in either face to face staff meeting sessions or sessions online. Team meetings allowed for deep discussions and conversation about where children were in their reading and what their next steps were. Intervention models and processes were also discussed during this time.
- The Affiliated Schools research aligned with the school improvement focus. In 2022, there was a focus on the continuation of the 2021 Affiliated Schools research – using the Listening to Reading Protocol to document reading behaviours and use this information to design targeted whole group lessons, small catch groups and one on one conferences at point of need for the children. This has been documented in the school's pedagogical guide. In 2022, our research expanded to Developing a Successful Coaching program at Southern Cross. Two lead teachers were involved in professional learning to develop the skills to become effective coaches. Two lead teachers coached teachers in the Workshop Model to align with the school's improvement journey. This process has been documented in the school Pedagogical Guide.
- There was a continued focus on improving reading across the school. There was an increasingly narrowed approach for this focus as there continued to be interruptions due to a staff shortage and staff illness.
- All K-2 classes use the Workshop Model for both reading and writing. This consistency of practice has enabled staff to collaboratively work together to improve practice and to develop their understanding of the different components of this approach.

- Learning Walk and Talks paused throughout 2022 due to inconsistency in staff due to illness and minimal relief.
- The continuation of documenting and tracking relevant learning evidence in the area of reading/literacy continued throughout the year.
- There was a focus on spending more time analysing and using the learning data collected to ensure data was used in a meaningful and useful way to support learning.
- There was a pivot early in term 1 to ensure the wellbeing of staff was a priority. Due to classes needing to be moved in term 1 week 1 as a result of mould, staff experienced an unusual workload. Our school had two remote learning periods in term 2 due to staff shortages and illness. Throughout the year, our staff meetings were focused on supporting staff to collaborate and support each other to ensure workloads were reasonable. The focus on wellbeing enabled us to continue in our school improvement focus with an even narrower lens.

Next steps we will address in our next Action Plan

- Continue to build consistency of practice through a shared understanding of *The Workshop Model* and the *10 Essential Instructional Practices in Literacy*.

   Action: Continue the focus into 2023. Revisit as a staff and focus on expectations and quality practice for each Essential Instructional Practice.

   Action: Develop check-in measures to determine 'what is working, for whom and under what circumstances. Schedule regular Learning Walk and Talks that occur across the whole school, including Anglicare, and in PLCs, engage in analysis of the data gathered to inform next steps. This is a continued action from previous years.

   Action: Continue the focus on the reading-writing connection and go deeper with exploring how to support writers at Southern Cross through the Writer's Workshop Model. Include professional learning and PLC discussions that support the reading and writing skills of our learners to ensure the connection between the two learning areas is explicit.

- Continue the efforts in PLCs for a rigorous focus on learning evidence using disciplined dialogue questions to discuss data to ensure we are meeting the learning needs of all children.

   Action: Develop PLC understandings and expectations as a staff. PLC meetings will occur each week with the focus being on analysing learning data to determine next steps for learners to teach at point of need.

   Action: Reflect on these PLCs in leadership and discuss next steps for PLCs. This analysis will include using the innovation of Dr Nell Duke's *Listening to Reading Protocol* (completed in 2021 by the Affiliated School's team).

- Continue the emphasis on learning through a narrow and deep focus, whilst looking after wellbeing of staff and children.

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

Action: Staff meetings and team meetings will focus on 'doing the work' to maximise staff time. Leadership to engage in regular check ins and ensure teams are working collaboratively to support one another.

Action: Children will feel supported and successful when they see themselves being successful in the classroom – keep this focus alongside a deep social and emotional learning program.

- Explicitly explore the reading and writing connection in the Workshop Model.

   Action: Week 0 PL will begin to introduce the Writer's Workshop Model to staff. Develop and use a planning template that will enable staff to see the clear links between the reading and writing workshop. Engage staff in discussions in PLCs, through the spiral of inquiry lens, to reflect on their own practice.

   Action: Work explicitly with the leadership team to support the spiral of inquiry focus and lead teams in this area.

PRIORITY 2: **Improve numeracy growth for all learners.**

Targets or measures

By the end of 2023 we will achieve:

- **Target or measure** 72% or more students will be achieving at or above expected growth in PIPS/BASE maths. The target was set by selecting the highest percentage of students achieving at or above expected growth over the 2014-2019 time period.
- **Target or measure** – 89% or more of our parents agree or strongly agree with 'My child's learning needs are being met at this school'. *The target was set from the percentage of parents who agree or strongly agree with this item for all ACT P-2 schools in 2020.*
- **Target or measure** - 97% or more of our staff agree or strongly agree that 'Teachers at this school motivate students to learn'. *The target was set from the percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2019 – 2020.*
- **Target or measure**: Growth will be measured for all students through Count Me in Too – The Learning Framework in Number.
- An increase in the proportion of children achieving at or above standard in numeracy (C and above)

NOTE: As identified in the student learning data, the main focus for 2022 will be on literacy, specifically reading. Once sufficient gain has been made in literacy, our focus may transfer to mathematics and numeracy. Strong teaching, assessment and monitoring of where learners are in mathematics has continued in 2022, with a focus on using consistent mathematical language across the school. Teachers will collect, collate and analyse student learning data in this area to ensure all learners needs are being met.

Our numeracy improvement agenda has been 'Business as Usual' for 2022.

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	2018 Baseline	2019 1st Year	2020 2nd Year	2021 3rd Year	2022 4th Year	2023
By 2023, 72% of students will be achieving at or above expected growth in PIPS/BASE mathematics.	66%	66.7%	79.6%	76.8%	91%	

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

Student learning data

- Increasing the proportion of students achieving at or above standard in mathematics (C and above) by 8%.
- Increasing the proportion of students achieving to be above standard in mathematics (A and B).

	2018 Baseline		2019 1st Year		2020 2nd Year		2021 3rd Year		2022 4th Year		2023 5th Year	
	C and above	A and B	C and above	A and B	C and above	A and B	C and above	A and B	C and above	A and B	C and above	A and B
Kindy					67.3%		94%		95%			
Year 1	Not measured		75.7%	26.6%	72.2%	11.1%	81%	22%	76.5%	15%		
Year 2	Not measured		90%	46.6%	83.7%	21.6%	84%	22%	90%	50%		

Perception Data

Targets or Measures	2018 Baseline	2019 1st yr	2020 2nd yr	2021 3rd yr	2022 4th yr
89% or more of our parents agree or strongly agree with '*My child's learning needs are being met at this school*'.	n/a	87.4	94%	n/a	82.5%
CHANGE of Question in Survey for 2021: Replacement question: 'Overall, I am satisfied with my child's education at this school'	92%	93%	91%	91%	80.7%
97% or more of our staff agree or strongly agree that '*Teachers at this school motivate students to learn*'. CHANGE of Question in Survey for 2021: Replacement question: 'Teachers set high standards for learning in their classes.	88%	91%	89%	100%	100%

School program and process data

Targets or Measures	2021 Baseline	2022 1st year	2023 2nd year
Count Me In Too	*See below	*See below	

*This data collection did not occur in 2022 due to the disruption. Teachers used this assessment, however there was no formal process to collate the data.

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

What this evidence tells us

- The school has maintained an average of 82.5% for expected or above expected growth in numeracy for the last three years, with a significant increase to 91% of children achieving at or above expected growth in 2022.
- The 2020 kindergarten cohort has showed significant improvements over the past three years, going from 67.3% at or above, to 81% at or above and in 2022 performing 90% at or above. This is the first year a cohort has been able to be tracked across K-2.
- Numeracy data/evidence indicates we are continuing to maintain growth in this area.
- In 2023 there will need to be a focus on developing a process of collating learning evidence across the year to support responsive and point of need learning.

Our achievements for this priority

- The mathematics improvement agenda was 'business as usual' in 2022.
- Staff continued the strong teaching focus that aligned with our numeracy beliefs.
- There was a focus on collaboration for planning, teaching and assessment in this area in PLCs.
- There was a strong focus of using student learning evidence to make informed decisions to ensure teachers are responsive to learners needs.
- Early discussions about how we will track numeracy growth through collected and collated learning evidence occurred. This will continue through lead teachers and coaching in 2023.
- Numeracy 'take home bags' were provided to families within preschool.

Challenges we will address in our next Action Plan

- Continue to build consistency of practice in mathematics through shared beliefs and vocabulary documents. Revisit this work in 2023.

    Action: Ensure staff are using the shared beliefs and vocabulary documents in PLCs to inform planning, teaching and assessment. Use student learning evidence as the focus for data discussions that will inform each learner's next steps.

- The Leadership Team have identified that PLCs need a rigorous focus on learning evidence using disciplined dialogue questions to ensure we are meeting the learning needs of all children. In 2023, Southern Cross will develop a way of collecting and collating learning evidence to inform staff and families of the progress the children are making in this area.

    Action: The additional of numeracy/mathematics to our current data plan. Develop the best method of collecting the learning evidence through assessments.

- Mathematics will be 'business as usual' for 2023 as we continue with a literacy (specifically writing) focus for 2023.

    Action: Leadership team to ensure that great quality practice occurs for mathematics and teachers continue to work collaboratively in this area in PLCs to ensure continued learning occurs for both staff and children.

Other achievements at the school for noting

- Strong partnerships with West Belconnen Child and Family Centre and Belconnen Community Services were maintained through the Community Coordinator. The Community Coordinator maintained strong connections with families in our community. This was particularly important in 2022 so we could support our families through another disruptive year.

Other data worth noting

In 2022, Southern Cross experienced high levels of absences from staff and challenges finding relief staff to cover, both teachers and LSAs. The below data shows how often our small leadership team (one Principal, one Deputy Principal and one SLC) needed to cover classes. At times, we were able to split one year 1/2 class, however this was never possible for kindergarten as we only have 3 classes in total. Preschool are never able to be split due to the regulations we must follow.

This disruption led to a huge workload increase for our teaching teams and our leadership team across the entire 2022 year.

Staff Absence and Relief Data

	Term 1	Term 2	Term 3	Term 4
Teachers	61 absences 31 days were covered by relief 50.8% of absences were able to be covered by a relief teacher 49.2% of the absences were covered by leadership or split (30 days)	103 absences 62 days were covered by relief 60.2% of absences were able to be covered by a relief teacher 39.8% of the absences were covered by leadership or split (41 days)	64 absences 32 days were covered by relief teachers 50% of absences were covered by a relief teacher 50% of the absences were covered by leadership or split (32 days)	70 absences 51 days were covered by relief teachers 72.8% of absences were covered by a relief teacher 27.2% of the absences were covered by leadership or split (19 days)
LSAs	27 absences 12 days were covered by relief 44% of absences were able to be covered by relief	52 absences 22 days were covered by relief 42.3% of absences were able to be covered by relief	29 absences 11 days were covered by relief 38% of absences were able to be covered by relief	48 absences 31 days were covered by relief 64.5% of absences were able to be covered by relief
Note: This data does not reflect when staff in the school are away who do not need a relief teacher to cover their class – e.g., leadership, business manager, community coordinator etc.				

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

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.

Key Improvement: *Build the capacity of educators to support children with identified speech/language delays*

- Engagement with the ACT Education Directorate's Allied Health team.
- Educators worked shoulder to shoulder with speech therapists from the Allied Health team to learn and implement strategies to support children's speech development.
- Educators engaged in fortnightly professional learning with the speech therapists from the Allied Health team to learn about strategies to extend children's oral language development.
- Educator's collected data in Term 1 on children's oral language development using the Crevola and Vineis Oral Language Assessment and again in Term 4. This assessment demonstrated a decrease in children at *pre-emergent readers and early emergent readers* levels and an increase in children at the *emergent and beginning readers* levels.
- As a preschool PLT, educators looked at the assessment data collected from the Crevola and Vineis Oral Language Assessment and planned targeted intervention strategies to support identified students.

Key Improvement: *Improve ways to engage families in providing input into the teaching and learning program*

- Educators provided regular emails and Seesaw posts which included the Statement of Intent and observations and evidence of student learning. Families were encouraged to provide feedback and ideas around the programming and planning. For example, in response to the children's interest in outer space, a dramatic play space was developed in the preschool classroom. Families provided resources for the dramatic play space after a Seesaw post by an educator about the setup of the play area.
- Families were provided with the opportunity to give feedback about their child's learning through Seesaw, portfolio pieces, learning stories and as part of the preschool Learning Journey.
- Families were given opportunities to contribute ideas around their child's learning through goal setting at the 'Getting to Know You' meetings, ILP meetings and Semester 1 family/educator meetings.
- This improvement area will continue to be a focus for the preschool team in 2023 as we continue to investigate ways for families to authentically engage and provide input to the teaching and learning programs.

Key Improvement: *Collaboratively plan experiences in the outdoor learning environment to support every child's participation and sustainability outcomes*

- Planning discussions with the educators from Munjawari are scheduled into weekly team meetings.
- An outdoor learning plan is used to guide discussions and the planning of experiences in the outdoor learning environment.
- Collaborative planning and development of processes were started to support composting and planting and the maintenance of garden beds.
- This improvement area will continue to be a focus for the preschool team in 2023 as we continue to develop effective strategies to collaboratively plan for and improve the outdoor learning environment.

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

Key Improvement: *All educators to document observations for all children.*
- Educators have worked collaboratively to document observations of children's learning across the preschool spaces.
- Photos continue to be taken and shared between all educators.
- Observations documents are readily available for all educators to access and complete.
- Educators continued to share learning with families through Seesaw, learning stories, portfolios and learning journeys.

Key Improvement: *To identify additional ways to engage and build relationships with the local community.*
- The preschool team regularly engages with the school's Community Coordinator to discuss supports for preschool children and their families.
- With the easing of COVID restrictions, the preschool team actively looked for opportunities for the preschool children to engage with the wider community. This included an excursion to the Canberra Museum and Gallery and the Botanic Gardens. These excursions provided children with opportunities to engage and build relationships with the local community and supported the preschool teaching and learning programs and inquiry focus.
- This year the Southern Cross Early Childhood preschool team and educators from Munjawari have worked with the Preschool Partnership team from the ACT Education Directorate in cycles of critical reflection relating to identified areas for improvement and inquiry. The preschool partner has provided the team with provocations and guided discussions relating to supporting students' transition between the two spaces and collaborative ways to set up the learning environments.
- The preschool team have contributed to and engaged in whole school events, including the Walkathon, Colour Run, Bike and Kite Day, NAIDOC Week celebrations and Grand friends Day.

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

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