

ISABELLA PLAINS EARLY CHILDHOOD SCHOOL

Annual Action Plan Report 2018

Context

Isabella Plains Early Childhood School (IPECS) is a birth to 8 school in Tuggeranong that operates under an integrated service delivery model. The school vision and values reflect the viewpoints of all stakeholders, maintain a focus on the core elements of the early childhood schools framework and reflect a commitment to implementing contemporary educational practices and pedagogy that develop the skills and dispositions for 21st century learners.

The core elements of the IPECS service delivery model are high quality learning, integrated service delivery and family support and participation. Children and families in attendance at the school are part of a strong and participative school community who benefit from on site childcare, before and after school care, vacation care, seamless transitions between service providers, playgroups, connections with local community groups and rich and diverse learning experiences delivered through a pedagogy of play-based learning. When children finish at IPECS, they transition to their local primary school. The priority enrolment schools for children residing in Isabella Plains are Richardson Primary School, Monash Primary School and Bonython Primary School. We maintain close collaborative partnerships with all schools in the immediate vicinity to support student transitions through the establishment of consistent year level expectations and sharing of information on children's cognitive, social, emotional, language and physical development.

We offer a holistic program designed to address the five domains of early childhood development (cognitive, social, emotional, physical and language). Specialist teaching areas include sustainability, music and the arts, library, ICT, PE and Spanish. We pride ourselves on our inclusive practices, ensuring that resources, language and displays are diverse and reflective of the members of our community. All members of our community can see themselves reflected back in their school environment while also gaining insight into other people's cultures and ways of being. We place equal emphasis on the value of indoor and outdoor learning environments and are currently working through a grounds masterplan designed to incorporate the natural landforms where possible. At IPECS there is a conscious effort to learn with and through nature in all that we do. We explicitly teach social and emotional learning and use the 7 Cs identified by Bill Claxton as a framework to foster and guide children's innate curiosity and wonder, to develop children's grit and commitment and teach them to be assessors of risk to enable them to safely challenge themselves and learn new things.

2018 saw significant change to the leadership of the school. Kate Woods was appointed principal of a new school. Simon Parker acted as principal from week 10 of term 3 for the remainder of the year. A consistent deputy principal, executive teacher and business manager has supported the transition of new people into their roles and protected against the loss of corporate knowledge.

Methodology

The strategic plan was developed in consultation with staff representatives from IPECS and Communities@Work along with members of the parent and wider school community. 2018 is the

first year of the new 5-year strategic plan. The priorities for the strategic plan were determined through the interrogation of data as well as the recommendations from the school review plan. The priorities also align with the ACT Education Directorate Strategic Plan 2018-2022 as well as the Future of Education principles and goals. The priorities determined at the inception of the 2018 – 2021 Strategic Plan remained unchanged. The two priorities were to:

- Maximise growth in learning for all children
- Maximise growth for all children in learning assets, skills and dispositions required for 21st century global citizens

The 2018 Annual Action Plan was developed collaboratively with all teaching and administrative staff P-2 and the leadership team of Birth – 5. The initial data interrogation to track school improvement and identify areas of need for continued growth, was conducted during Professional Learning Communities. Staff worked with the deputy principal to analyse student performance against the targets set in the strategic plan and reflect on strategies undertaken to improve performance and their level of embeddedness. The findings of these discussions, along with external data sets such as the AECD data, PIPS and virtual NAPLAN and an audit of community partnerships were used with all staff at the beginning of the year professional learning days to determine targets for the 2018 AAP. The leadership team used these multi-data sets and the disciplined dialogue questions to review the school's collective impact on children's learning. All staff also engaged in critical reflection of the school's progress using the National School Improvement Tool. The leadership team also used the professional learning community matrix to reflect on our journey as a professional learning community.

The targets were taken to the first GEMS parent and communities meeting and shared with all members present. A presentation was given on the Strategic Plan 2018-2022, achievements of previous AAPs, the NSIT tool and the draft 2018 AAP. The GEMS received information on the data sets that informed the priorities, targets and key improvement strategies of the draft 2018 AAP. All members present had the opportunity to look over the data in small groups and provide feedback and ask questions. Where appropriate, parent feedback was incorporated into the plan and a revised draft was presented to the School Board. The School Board approved the 2018 AAP.

Evaluation of Performance

Priority One

Maximise growth in learning for all children

Targets

- All children will achieve a minimum of one band of growth in the *Creola and Devine Oral Language Assessment* at the end of their preschool year. Aspirationally they will all finish preschool in the top band.
- All children K-2 will achieve the ACT ED Benchmark in Reading for their year level. Aspirationally, all children will exceed the benchmark.
- All children K-2 will demonstrate growth in reading at a consistent rate with feeder schools (Bonython, Richardson, Monash). Aspirationally, we would like to see all our graduates achieve a higher rate of growth.
- All children will achieve the grade level outcomes of the Writing Assessment Tool. Aspirationally, 20% of children will achieve above the expected grade level outcomes.
- All children will retain the same grade year to year in English. Aspirationally, we would like 20% of our students transitioning to higher grades.
- All children will retain the same grade year to year in Mathematics. Aspirationally, we would like 20% of our students transitioning to higher grades.

KIS #1 Develop a coherent, sequenced plan for curriculum delivery

IPECS continued our involvement in the Early Years Literacy Project in 2019. As part of this project, each PLC set a goal that is based on implementation of the 10 essential literacy instructional practices. The school has seen a significant change in classroom teaching practice in this time. Walk through feedback has included comments around the increased consistency of practice across the school, print rich environments with evidence of children's work and voice. During formal classroom observations the leadership team have noticed the 10 essential literacy instructional practices being implemented in most classrooms at different times throughout the day. P-2 teachers have undertaken ghost learning walks and commented on evidence of modelled lessons and tools such as alpha boxes, sound tins and anchor charts.

Preschool to year 2 teams have been collaborated in PLCs this year and have developed team action learning goals related to the EYLP content. These goals have been evident in classrooms and feedback has been noticed by walk through teams. A significant amount of staff meeting time has been devoted to team goal reflections during 2018, along with additional teacher release time to work on their goals and evidence. During 2018 P-2 teachers have reflected on their ability to use practices 4 and 6 within their classrooms. 100% of teachers have increased confidence and rate themselves at a higher level on the circle of practice in relation to these essential practices.

The EYLP has allowed us to see relevant data sets and the imperative need for these to have collective accountability with all relevant staff. PLCs will continue to be refined in 2019 to ensure

vigorous conversations around data are held and teachers will have a clear data plan which will ensure accountability around data collection and PLC conversations.

The EYLP has had significant impact on teachers capacity to effectively teach literacy as shown through learning walks and talks feedback, records of coaching conversations and changes to classroom environments. The positive impact this project has had on children will be more evident in coming years as the leadership team tightens their expectations of teaching literacy. Changes in the school's leadership team slowed the development of our teaching and learning document which provides a framework of teaching expectations. This document has been refined to ensure that the existing practices align with identified beliefs.

This year, the school began to deliver the Australian Curriculum in HASS, Science and Technology through an integrated inquiry model. This pedagogical approach is in its infancy at IPECS. All teaching staff attended an introductory PL with Kath Murdoch. Work has commenced on the two year inquiry plan with staff mapping 2018 Inquiry units. This mapping exercise mapped big questions and ideas for each inquiry and relevant achievement standards covered. This document will be reviewed and implemented in 2019.

The school continued to provide additional literacy support for children in 2018 through the Literacy Intervention Support at Isabella Plains (LISI) program. This involved children who have been identified as performing below expected levels accessing additional support each day. This support was provided by a learning support assistant trained in implementing the Mini-Lit program. This was the first year that data was collected from children participating in this program. A data tracking database was developed at the beginning of the year. Children's reading benchmarks, sight word knowledge, letter and sound knowledge and writing data were tracked using this database. The data for children participating in the LISI program indicates that 25% of kindergarten children participated in the LISI program with 46% of these children achieving benchmark. 41% of year 1 children participated in the LISI program with 29% achieving benchmark. 8% of children in year 2 participated in LISI with 0% achieving benchmark. A focus area for the 2019 annual plan will be to review the current intervention programs and develop teachers' capacity to differentiate learning for all children.

KIS #2 Develop systems and processes for consistent data collection, moderation and teacher judgements for accuracy of reporting against individual student growth using the Australian Curriculum achievement standards.

In 2018, the successful creation of a data tracker was led by the school's SLC. This process involved researching what other schools had in place, leading discussions around the current assessment schedule and discussing which data would be tracked and how this data would be used by PLTs. The tracker was put in place early in the year. Reading benchmark, sight words knowledge, phonics, SENA, preschool oral language and First Steps data are now tracked electronically. Professional learning teams continue to meet weekly during the school day. This year, this process has been led by the deputy principal. The introduction of the data tracker has strengthened these processes by allowing for rich discussions to interrogate data using the discipline dialogue questions. Through these processes, a cultural shift has begun to evolve with teachers now taking increased collective responsibility of the learning of each child, regardless of class. In 2019, these processes will continue to be enhanced by implementing the new data plan and digital data tracker and using this as a guide to determine the focus of PLT meetings.

In addition, in term 4 staff were led by the principal to annotate children's writing samples and plan for next teaching steps. This was followed by the introduction of a writing assessment tool. Each child's writing was assessed using the tool and this data was tracked digitally. The data was used to plan for teaching and learning. Kindergarten data revealed a need to focus on sentence structure while the years 1/2 data revealed the need to focus more on vocabulary and sentence structure. The data and writing samples will be handed over to the 2019 teachers.

KIS #3 Establish a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching.

In 2018, the leadership team reviewed and refined the staff development package. The staff development package outlines the processes and tools for supporting all staff through learning walks and talks, coaching cycles, lesson observations and mentoring. With a change in leadership in late 2018, changes were made to the coaching and class observation time frames. Consistent tools based on the GROWTH coaching model were put in place to record conversations and build in accountability for actions. A simplified observation tool was introduced that links with the Australian Professional Teacher Standards, question of practice and self and co-reflection.

In late 2018, learning walks and talks were structured to allow all classroom teachers to participate in the walks and provide feedback. Staff have reported value in the opportunity to visit each others classrooms. The learning walks and talks have been primarily based in literacy, particularly around the 10 essential literacy instructional practices. The walks have built the capacity of the leadership team in "noticing" quality literacy instructional practices and provided opportunity to discuss actions moving forwards.

KIS #4 Engage and empower parents as partners in education and care

Prior to taking leave, the school's community coordinator developed a community engagement plan. The plan outlines the various programs that are offered across the school and the spaces that support them. The plan was designed to ensure the sustainability of programs and provides opportunity for introducing new programs. The plan identified the need for increased opportunities for workshops focused on literacy, numeracy and ICT. All workshops were attended well and positive feedback was given from the community.

While there have been significant achievements in relation to this plan, a challenge in the implementation of the plan has been the staffing of the community coordinator role while the substantive officer is on leave. While the leadership team have continued to support the community programs, enhancements have been limited. The school advertised for a temporary community coordinator however a suitable applicant was not found from this process.

To enhance the physical environment and engagement from the community around the school's vision, values and mission, signage has been installed around the school. Regular information is shared with families through the school newsletter and Facebook page on how to support children's learning at home. This will be further enhanced in 2019 by holding further forums and workshops. Before doing so, the community will be surveyed to ascertain areas of need.

Achievement Against Targets

- *All children will achieve a minimum of one band of growth in the Creola and Devine Oral Language Assessment at the end of their preschool year. Aspirationally they will all finish preschool in the top band.*

The oral language skills of all preschool children were assessed at the beginning of the year and at the end of the year using the Creola and Devine Oral Language Assessment tool. This assessment data was tracked and analysed by the preschool educations and leadership team. 65% of children in preschool achieved a minimum of one band of growth across the year with 96% of children demonstrating some growth.

- *All children K-2 will achieve the ACT ED Benchmark in Reading for their year level. Aspirationally, all children will exceed the benchmark.*

In 2018, the reading benchmarks of children in primary school were recorded systematically. The percentages of students who met or exceeded reading benchmarks by the end of 2018 and the percentage of children demonstrating growth are outlined in the table below. While the data below shows that the school did not achieve the target of all children achieve the ACT ED Benchmark in Reading for their year level. Discussions around this data by the leadership team using the disciplined dialogue questions identified inconsistencies in teaching practices and in using the reading benchmark tool. The 2019 action plan will focus on continuing to embed the 10 essential literacy instructional practices. The data plan developed at the end of 2018, also identifies a range of literacy assessment tools that will be rolled out in 2019.

- *All children K-2 will demonstrate growth in reading at a consistent rate with feeder schools (Bonython, Richardson, Monash). Aspirationally, we would like to see all our graduates achieve a higher rate of growth.*

While attempts were made to obtain reading data growth for feeder schools, only one school shared this information. The table below summarises the comparison data between IPECS and this school.

Cohort	IPECS	Feeder School 1
Kindergarten	75%	69%
Year 1	58%	43%
Year 2	77%	58%

- *All children will achieve the grade level outcomes of the Writing Assessment Tool. Aspirationally, 20% of children will achieve above the expected grade level outcomes.*

The First Steps Writing Continuum was used to assess children’s writing ability in semester one. Data was not consistently collected for each child. In term four, a writing assessment tool was introduced that was based on the NAPLAN writing marking guide. Staff were provided with professional learning using the tool and began annotating children's writing samples and plan for next steps. While the writing assessment tool was used to assess children’s writing, further

professional learning is required both in using and understanding elements of writing and assessment before this data is reliable and valid.

- *All children will retain the same grade year to year in English. Aspirationally, we would like 20% of our students transitioning to higher grades.*
- *All children will retain the same grade year to year in Mathematics. Aspirationally, we would like 20% of our students transitioning to higher grades.*

The tables below summarises the percentage of children who either retained the same grade from semesters one to semester two in 2018. Semester to semester data has been used for this analysis due to a small sample size.

	Retain grade	Transition to higher grade
English - Year 1	81%	16%
Maths - Year 1	88%	9%
English - Year 2	100%	0%
Maths - Year 2	84%	8%

Priority Two

Maximise growth for all students in learning assets, skills and dispositions required for 21st century global citizens

Targets

- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in their previous school report in recognising and expressing emotions appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating resilience appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating respect for others appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in negotiating and resolving conflict appropriately
- There will be less than 10 reportable playground incidents per term and all students will report satisfaction with the outdoor learning environment
- An increase in agreement with the statement 'The use of learning technologies is an integral part of teaching and learning' in both the parent and staff satisfaction surveys. Staff (88% in 2017) up by 7 percentage points. Parents (87% in 2017) up by 5 percentage points. Aspirationally, all staff and parents will agree or strongly agree with this statement.

KIS #1 Continue to improve learning environments

Several upgrades have taken place in 2018 as part of the school masterplan as well as upgrades of indoor environments. The preschool flooring and painting was completed in April 2018. The upgrade has taken into account the play and nature based pedagogies. The family room upgrade is ongoing and in 2019 will include new furniture and storage. The process of selecting new furniture for the years 1/2 learning space was implemented in term 4. The furniture that has been ordered has taken into account the perspectives of the children and families as well as research focused on contemporary learning environments. The furniture has been ordered and will be in place ready to begin the 2019 school year. Feedback will be sought from children and staff before the upgrade to the kindergarten learning areas in 2019.

In line with the masterplan the Opals playground was updated with new fixed equipment made of natural materials, new landscaping including rocks and tan bark and the removal of the old play equipment. Furthermore, the outdoor learning garden was completed in Term 3 and officially opened by Director-General Natalie Howson and children's book author Jack Heath. This space was made possible due to the successful application of a Schools for All Grant as well as a generous donation from the GEMS P&C. A community consultation process began in late 2018 to ascertain the next stage of the Masterplan upgrades. All families had the opportunity to have their say by voting for the next stage. The stage that received the most votes was the kindergarten play areas. Work will commence with this space in 2019.

KIS #2 Develop effective monitoring of learning dispositions, assets and skills

Work began on establishing a reliable set of measures to track students growth against the 7 Cs. The leadership team began conversations with other schools regarding the process of developing a reliable measure. This process will continue in 2019 and be a key focus of the action plan.

KIS #3 Embed a culture of inclusion and diversity across the school through the development and implementation of a set of strategies that raise visibility and awareness of diverse cultures and ways of being and promote international mindedness

The school installed flag poles to carry Aboriginal, Torres Strait Islander and Australian flags. There are future plans to establish an Aboriginal Bush Tucker garden underneath the flag poles. A process also began for naming the new outdoor learning space and sensory garden using a word that Aboriginal people might have used for writing and storytelling. This process is ongoing and it is hoped that it will be completed in early 2019.

Progress against targets

- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in their previous school report in recognising and expressing emotions appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating resilience appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating respect for others appropriately
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in negotiating and resolving conflict appropriately

As this was the first year of the IPECS 2018 - 2022 School Plan, benchmark rather than year to year comparison data was collected. The data is summarised in the table below.

	Consistently	Usually	Sometimes	Rarely
Recognising and expressing emotions appropriately	30.6%	55.0%	14.4	0%
Demonstrates resilience	34.2%	46.9%	18.0%	0.9%
Demonstrating respect for others	44.1%	50.5%	5.4%	0
Negotiating and resolving conflict	20.7%	60.4%	18.0%	0.9%

- *There will be less than 10 reportable playground incidents per term and all students will report satisfaction with the outdoor learning environment*

Unfortunately, data was not collected consistently to report on this target. In 2019, training will be provided for all staff members in using the wellbeing section of the School Administration System (SAS).

- *An increase in agreement with the statement ‘The use of learning technologies is an integral part of teaching and learning’ in both the parent and staff satisfaction surveys. Staff (88% in 2017) up by 7 percentage points. Parents (87% in 2017) up by 5 percentage points. Aspirationally, all staff and parents will agree or strongly agree with this statement.*

87.61% of parents indicated that they agree or strongly agree that “digital technologies are an integral part of learning and teaching at my child’s school”. 92.29% of staff indicated that “The use of learning technologies is an integral part of teaching and learning”.