

Isabella Plains Early Childhood School

Network: Tuggeranong

Impact Report 2023



Isabella Plains
Early Childhood School



The purpose of this document

This document flows directly from our Action Plan for 20XX 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

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

In 2023 our school supported this foundation through Priority 1 Maximise the growth in literacy learning of all children.

- Ensuring that each child has agency in the learning goals that they set in collaboration with their teachers
- A strong focus on analysing children's learning data in literacy and through enacting spirals of inquiry

Foundation: Valuing educators, values children, Empowered learning professionals

In 2023 our school supported this foundation through – Priority 1 Maximise the growth in literacy learning of all children.

- Learning walks and talks implemented to support teacher's growth
- Collaborative PLCs focused on oral language and explicit teaching of phonics

Foundation: Every child has a story, Strong communities for learning

In 2023 our school supported this foundation through – Priority 1 Maximise the growth in literacy learning of all children.

- Providing opportunities for families to be partner in children's learning through reading workshops, learning interviews and whole school literacy initiatives
- Partnership with Deborah Pino-Pasternak to enhance the school's approach to social and emotional learning

Foundation: Working together for children, Systems supporting learning

In 2023 our school supported this foundation through – Priority 2 Strengthen the personal and social learning capabilities of all children.

- Establishment of school improvement teams to enhance curriculum, wellbeing and community partnerships
- Continued implementation of positive behaviours for learning

Reporting against our priorities

Priority 1: Maximise the growth in literacy learning of all children.

Targets or measures

By the end of 2027:

- 75% of preschool children will achieve at least one year of growth on oral language skills.
- 85% of kindergarten to year 2 children will achieve at least one year of growth in reading.
- 72% of kindergarten children will achieve expected growth or high growth in reading in BASE at the end of kindergarten.
- 77% of children will achieve expected or above predicted growth in reading from BASE to Year 3 NAPLAN.
- 73% of staff will report that they get quality feedback on their performance.
- 83% of staff will agree or strongly agree that "Students' learning needs are being met at this school.
- Maintain or increase by 5% the percentage of parents/carers that report "This school works with me to support my child's learning".
- maintain or increase by 5% the percentage of parents/carers that report "Community partnerships are valued and maintained".
- 79% of staff will report that "Community partnerships are valued and maintained".
- increase the average proficiency level of staff to establish challenging learning goals using school-based classroom observations (learning walk and talk) based on the Classroom Practice Continuum of the AITSL standard (1 = Beginning, 2 = Proficient, 3 = Highly accomplished, 4 = Lead).
- average increase from 'evolving to 'excelling in *Data used to focus and drive collaborative improvement and evaluate impact on learning* using self-evaluation against the Professional Learning Community Maturity Matrix.

In 2023 we implemented this priority through the following strategies.

- K-2 to engaged in PLC spirals of inquiry focused on explicit instruction of phonics
- Leadership review approaches to PLC and began to develop theories of action
- Professional learning for K-2 on the explicit teaching of phonics
- Implemented learning walks and talks focused on the explicit teaching of phonics.
- Collected some baseline data on individual learning goals for children.
- Reviewed the use of the Crevola & Vineis oral language tool in preschool
- Provided workshops for parents and carers in the school's approach to literacy learning and how learning can be supported in the home

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 2022	Year 1 2023	Year 2 2024	Year 3 2025
75% of preschool children will achieve at least one year of growth on oral language skills.	59%	31%		

Baseline data of 59% was determined by averaging the percentage of children at the school who achieved one year of growth on the oral language skills over the last five years.				
85% of kindergarten to year 2 children will achieve at least one year of growth in reading. Baseline data of 77% was determined by averaging the percentage of children at the school who achieved one year of growth in reading over the last four years.	77%	75% K: 54% Yr. 1: 82% Yr. 2 90%		
72% of kindergarten children will achieve expected growth or high growth in reading in BASE at the end of kindergarten. Baseline data of 47% was determined by averaging the percentage of children at the school who achieved expected growth or above expected growth for PIPS (BASE) reading over 2018-2022.	47%	62%		
77% of children will achieve expected or above predicted growth in reading from BASE to Year 3 NAPLAN. Baseline data of 68% was determined by averaging the percentage of children at the school who achieved expected growth and above predicted growth in reading from BASE to Year 3 NAPLAN over 2018-2022.	68%	NA		

Perception data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024	Year 3 2025
73% of staff will report that they get quality feedback on their performance. Baseline data of 56% was determined by averaging percentages of staff who agree or strongly agree with this item over 2020-2022.	56%	92.9%		
83% of staff will agree or strongly agree that "Students' learning needs are being met at this school." Baseline data of 73% was determined by averaging percentages of staff who agree or strongly agree with this item over 2020-2022.	73%	91.7%		
Maintain or increase by 5% the percentage of parents/carers that report "This school works with me to support my child's learning". Baseline data of 85% was determined by averaging percentages of parents/carers who agree or strongly agree with this item over 2018-2022.	85%	88.9%		

Maintain or increase by 5% the percentage of parents/carers that report “Community partnerships are valued and maintained”.	85%	88.9%		
Baseline data of 85% was determined by averaging percentages of parents/carers who agree or strongly agree with this item over 2019-2022.				
79% of staff will report that “Community partnerships are valued and maintained”.	65%	95.8%		
Baseline data of 65% was determined by averaging percentages of staff who agree or strongly agree with this item over 2021-2022.				

School program and process data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024	Year 3 2025
Increase the average proficiency level of staff to establish challenging learning goals using school-based classroom observations (learning walk and talk) based on the Classroom Practice Continuum of the AITSL standard (1 = Beginning, 2 = Proficient, 3 = Highly accomplished, 4 = Lead)	NA	NA		
Baseline to be determined in 2023.				
Average increase from ‘evolving to ‘excelling’ in <i>Data used to focus and drive collaborative improvement and evaluate impact on learning</i> using self-evaluation against the Professional Learning Community Maturity Matrix.	Evolving	Evolving		
Baseline to be determined in 2023.				

What this evidence tells us

- The learning data sets that we are on track to meeting our kindergarten to year two targets. A higher percentage of children have achieved a year’s growth of reading development indicative by our kindergarten to year two reading growth data and end of year BASE reading growth data. These gains have been a direct result of a deliberate focus on the explicit teaching of phonics in kindergarten to year two.
- Our preschool oral language indicates that most children have not achieved a years’ growth in oral language. This may be due to inconsistent approaches to data collection and indicates a need for further investigation into teaching oral language skills at IPECS.
- There has been a significant increase in satisfaction of IPECS staff in relation to the areas of quality feedback and learning needs being met at the school. This is primarily due to the gradual reintroduction of learning walks and talks, a coherent and aligned improvement plan and through recognition of staff achievements regarding impact on children’s learning.
- The parent carer satisfaction survey data strongly indicates high levels of satisfaction regarding the school partnering with parents/carers to support children’s learning needs.

However, a focus on increasing responses to the satisfaction survey is needed to provide more reliable data.

- Further exploration is needed to ascertain the most effective strategy for mapping teachers against the AITSIL classroom teacher continuum to determine the proficiency level of staff in establishing challenging learning goals.
- Baseline data of “evolving” was determined by the leadership team using self-evaluation against the Professional Learning Community Maturity Matrix. This needs further exploration in 2024.

Our achievements for this priority

- **Collaboratively develop a whole school approach to the teaching of phonics including explicit and agreed position on research-based teaching practices that need to be evident in every classroom**
 - > A shared understanding and subsequent guiding document of how we teach phonics at IPECS was created and utilised by the K-2 team, aligned with our embedded Workshop Model. This approach was co-constructed using research from David Hornsby, Nell Duke and Christine Topfer. It includes key understandings, expectations and possible teaching sequences.
 - > This was achieved through collaborative PLC discussions through the analysis of student data and teacher programming and alignment of research with IPECS philosophy.
 - > A shared understanding of reading assessment (PMs) was co-constructed by the teaching team and documented to ensure consistent assessment of reading.
 - > The impact on student learning: an increase to 75% of children demonstrated at least 1 year of reading growth
- **Collaboratively develop a shared approach to differentiated teaching and learning that includes the regular analysis of data to determine learning goals for individual children**
 - > Clear expectations for learning goals for children was established P-2.
 - > PLCs utilised learning data to determine next steps in literacy teaching, particularly the teaching of phonics across K-2.
- **Build on the existing opportunities for teachers to give and receive feedback on their teaching (Learning Walks and Talks, Lesson Observations)**
 - > Many staff engaged with the learning walks and talks process, and the team were provided with feedback during (informal?) lesson observations. Feedback to the team was provided during coaching conversations and during PLCs.
- **Enhance early years approaches to oral language development**
 - > The use of the Crevola & Vineis oral language tool was explored and an expansion of the tool was trialled. Inaccuracies in the use of the tool were found and further actions need to be taken in 2024.
- **Provide for opportunities to partner with families on whole school approaches to teaching literacy**
 - > An interactive workshop for children and families was held with teachers sharing reading strategies with children and families. This provided families with the

opportunity to engage with reading strategies used in the classroom and how families may support their children at home.

Challenges we will address in our next Action Plan

- Strengthen the oral language development of all children across preschool to year two
 - > Collaboratively develop a whole school approach to the teaching of oral language including an explicit and agreed position on research-based teaching practices that need to be evident in every classroom
 - > Engage all staff in spirals of inquiry focused on oral language and phonological awareness
 - > Explore opportunities to partner with the University of Canberra Teachers as Research initiative
- Strengthen the use of learning goals focusing on individual feedback to children, celebrating achievement of goals and using learning data to identify next steps in children's learning
- Continue to explore innovative ways to partner with families to support children's reading development
 - > Increase posts on SeeSaw sharing evidence of children's learning growth
 - > Develop a suite of videos that provide families with guidance on how to support reading at home
 - > Continue to provide face to face reading workshops for families

Priority 2: Strengthen the personal and social learning capabilities of all children.

Targets or measures

By the end of 2027:

- Increase the percentage of children who consistently develop respectful relationships.
- Increase the percentage of children who consistently recognise and express emotions appropriately.
- Increase the percentage of children who consistently work towards learning goals.
- Increase the percentage of kindergarten children that achieve expected growth or high growth in personal, social and emotional development as indicated by BASE at the end of kindergarten.
- Maintain or increase the percentage of parents/carers who report that they agree or strongly agree that "Diversity is recognised and celebrated at this school".
- Maintain or increase the percentage of parents/carers who report that they agree or strongly agree that "Students at this school are being equipped with the capabilities to learn and live successfully".
- Maintain or increase the percentage of staff who report that they agree or strongly agree that "Students at this school are being equipped with the capabilities to learn and live successfully".
- Increase the percentage of children who receive acknowledgement for the PRIDE values.

In 2023 we implemented this priority through the following strategies.

- Establishing a curriculum and pedagogy team and co-create a vision for curriculum delivery.
- Agreed on common language for the PRIDE values and engaged with a graphic designer to create signage for whole school PBL expectations
- Developed a tool for consistent assessment of children's personal and social learning based on the Australian Curriculum general 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

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024	Year 3 2025
<p>Increase the percentage of children who consistently develop respectful relationships. (School-based report)</p> <p>Baseline data of 54% was determined by averaging the percentages of kindergarten to year six children who consistently <i>develop respectful relationships</i> over 2021-2022.</p>	54%	63%		
<p>Increase the percentage of children who consistently <i>recognise and express emotions appropriately</i>.</p> <p>Baseline data of 53% was determined by averaging the percentage of kindergarten to year six children who consistently <i>recognise and express emotions appropriately</i> over 2021-2022.</p>	53%	50%		
<p>Increase the percentage of children who consistently work towards learning goals.</p> <p>Baseline data of 46% was determined averaging the percentage of kindergarten to year two children who consistently work towards learning goals over 2021-2022.</p>	46%	62%		
<p>Increase the percentage of students who progress to the top two stages of the BASE – Personal, Social, and Emotional Development (PSED) scale from the start and end of year assessments</p> <p>Baseline data of 30% by calculating the difference of the percentage of children who the start and end of year assessments</p>	NA	30% (baseline)		

Perception data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024	Year 3 2025
<p>Maintain or increase the percentage of parents/carers who report that they agree or strongly agree that “Diversity is recognised and celebrated at this school”.</p> <p>Baseline data of 89% was determined by averaging percentages of parent/carers who agree or strongly agree with this item over 2019-2022.</p>	89%	100.0%		
<p>Maintain or increase the percentage of parents/carers who report that they agree or strongly agree that “Students at this school are being equipped with the capabilities to learn and live successfully”.</p> <p>Baseline data of 92% was determined by averaging percentages of parent/carers who agree or strongly agree with this item over 2019-2022.</p>	92%	85.2%		
<p>Maintain or increase the percentage of staff who report that they agree or strongly agree that “Students at this school are being equipped with the capabilities to learn and live successfully”.</p> <p>Baseline data of 91% was determined by averaging percentages of staff who agree or strongly agree with this item over 2019-2022.</p>	91%	95.8%		

School program and process data

Targets or Measures	Base 2022	Year 1 2023	Year 2 2024	Year 3 2025
<p>Increase the percentage of children who receive acknowledgement for the PRIDE values. (SAS wellbeing data).</p> <p>Baseline data to be determined at the end of 2023.</p>	70% P: 49% R: 53% I: 46% D: 14% E: 50%	70% P: 49% R: 53% I: 46% D: 14% E: 50%		

What this evidence tells us

- There has been a slight increase in the percentage of children who consistently develop respectful relationships and work towards their learning goals. There has been a very slight decrease of the percentage of children who recognise and express emotions appropriately. A tool was trialled to provide consistent assessment of children’s personal and social learning capabilities. This tool will need to be further refined in 2024 to enhance the validity.
- One hundred percent of parents/carers indicated they agree or strongly agree that diversity is recognised and celebrated at IPECS. There has been a slight decrease in the percentage of

parents/carers who responded they agree or disagree that students at this school are being equipped to learn and live successfully. A focus on increasing responses to the satisfaction survey is needed to provide more reliable data.

- There has been a slight increase in the percentage of staff that report that students at this school have been equipped with skills to live and learn successfully.
- Baseline data for the percentage of children who have been acknowledged for demonstrating the PRIDE values was collected in 2023. This data set indicates that Diversity is the value that is worthy of future focus. Further exploration of data tracking process for PRIDE values across preschool to year two is required.

Our achievements for this priority

- **Develop a whole school conceptual curriculum framework that encompasses inquiry learning and is aligned with the EYLF and Australian Curriculum**
 - > A conceptual curriculum framework was developed by the curriculum team in 2023 that will be delivered during 0 week in 2024. The framework is aligned with the EYLF and Australian Curriculum encompassing inquiry learning focusing on relational pedagogies. This centres around:
 - Our physical world/Let me understand my physical world
 - Our personal world (our identify & our wellbeing) /Let me know myself
 - Caring for Country/Let me care for Country
 - Our social responsibility/Let me understand my social responsibility
 - > This was achieved through the development of a curriculum team who led rich discussions and collated data from the previous three years to create a framework that will begin to be implemented across P-2 in 2024.
- **Continue the implementation of Positive Behaviours for Learning (PBL)**
 - > The PBL team reviewed the previous PBL matrix and following staff consultation a single "All areas" matrix was agreed on. Each of the PRIDE values now has three child-friendly statements to explain each of the values.
 - > A graphic designer was engaged to design PBL signage following consultation with all stakeholders and is in the final stages of development.
 - > PRIDE Value data continues to be tracked using SAS.
- **Collaboratively develop a whole school approach to social and emotional learning**
 - > The partnership and collaboration with Deborah Pino-Pasternak saw the beginning of the development of a social and emotional framework based on CASEL model.
 - > Staff collaborated to draft a social and emotional learning belief statement
- **Enhance processes and procedures for assessing children's personal and social learning capabilities**
 - > An assessment matrix for consistently assessing and reporting on the children's personal and social learning capabilities was developed and trialled in 2023. The tool incorporated the Australian Curriculum personal and social learning capability progression scales providing increased consistency in teachers' assessment of children's capabilities and more accurate reporting to families.
- **Strengthen cultural integrity in collaboration with Aboriginal and Torres Strait Islander families**
 - > A cultural integrity team was established in 2023. The team completed the Cultural Integrity Self-Assessment Tool which will guide our cultural integrity journey in 2024.
 - > Cultural Integrity breakfasts were held once per term focusing on building reciprocal relationships between the school and Aboriginal and Torres Strait Islander families.

- > The school engaged with an Aboriginal artist and parent to design a mural for the entrance of the school. The “Yuma” mural was painted in a prominent location at the entrance to the school and represents the connectedness of the school community.

Challenges we will address in our next Action Plan

- Begin implementing the conceptual curriculum framework across preschool to year two
 - > Map the Australian Curriculum Version 9 and Early Years Learning 2.0 against the conceptual curriculum framework to map inquiry planning
 - > Collaborate with staff around the introduction of revised learning skills and assets in line with the updated curriculum framework
- Continue the implementation of positive behaviours for learning
 - > Finalise PBL signage in collaboration with staff, children and community
 - > Develop a teaching framework and guiding lessons to accompany our PBL values and expectations
 - > Refine data tracking process for PRIDE values across preschool to year two
- Continue to collaboratively develop a whole school approach to social and emotional learning
 - > Enhance partnership with Deborah Pino-Pasternak as part of the UC Affiliated School program
 - > Finalise the social and emotional learning belief statement
- Strengthen cultural integrity in collaboration with Aboriginal and Torres Strait Islander families
 - > Develop a Reconciliation Action Plan in collaboration with the school community