

## Impact Report 2019

### The purpose of this document

This document flows directly from our Action Plan for 2019 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

### Our school's contribution to whole-of-system Strategic Indicators

#### Education Directorate Strategic Indicator 2018-2021

*To promote greater equity in learning outcomes in and across ACT public schools*

In 2019 our school supported this Strategic Indicator by:

- *ensuring that all student ILPs are living breathing documents, regularly reviewed and communicated to necessary staff*
- *ensuring that parents are engaged in the ILP process so that partnership between home and school is strengthened*
- *ensuring teacher planning demonstrates appropriate differentiation to meet student needs*
- *resourcing a Response to Intervention (RTI) program to support student learning, including students with an EALD background. This program is rigorous, data driven and reviewed twice a year.*
- *implementing a professional learning plan to build teacher capacity such as using the achievement standards as a way of differentiating the curriculum*
- *including all students in extracurricular programs such as camps and excursions and*
- *running three-way interviews to set targets for individual learning.*

#### Education Directorate Strategic Indicator 2018-2021

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

In 2019 our school supported this Strategic Indicator by:

- *promoting high expectations articulating a clear vision and focus from leadership team*
- *strategically designing professional learning to build capacity in all curriculum areas and in particular using the achievement standards to differentiate learning*
- *ensuring PLCs focus on developing scope and sequence charts using achievement standards and two-year cycle of learning*
- *promoting and supporting a whole school focus on diversity e.g. trauma informed practices*
- *continuing the roles of Impact Coaches from Kindergarten to year 6. Their role focuses on coaching and mentoring of all ability levels and*
- *team leaders driving data discussions.*

## Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals*

In 2019 our school supported this Strategic Indicator by:

- *increasing engagement in an inquiry approach to learning*
- *consistently using trauma-based practices*
- *ensuring students have access to RTI programs as needed*
- *ensuring strong positive relationships between staff and students- community of learners are celebrated*
- *providing opportunities for personalised learning across the whole school*
- *encouraging students to see themselves as learners; teachers see themselves as educators*
- *expecting consistency of student management practices by all staff and*
- *ensuring vertical alignment of teaching practices by all staff.*

## Reporting against our priorities

### Priority 1: Priority 1: To maximise every students' learning in the development of literacy and numeracy skills

#### Targets or measures

By the end of 2019 we will achieve:

- 90% of Kindergarten students will achieve at or above expected growth in reading and mathematics as measured in Performance Indicators in Primary School (PIPs)
- 90% of Kindergarten students will identify most letters and sounds
- 85% of Kindergarten students will display at or above benchmark in oral language
- 90% of students will achieve stanine 4 or above in Year 1 in Reading
- 85% of students will achieve stanine 4 or above in Year 2 in Reading
- 90% of students will achieve stanine 4 or above in Year 1 in Maths
- 90% of students will achieve stanine 4 or above in Year 2 in Maths
- 65 % of a students in year 3 will achieve band 4 and above in reading
- 55 % of students in year 3 will achieve band 4 and above in writing
- 55 % of students in year 3 will achieve band 4 and above in spelling
- 70 % of students in year 3 will achieve band 4 and above in grammar and punctuation
- 70 % of students in year 3 will achieve band 4 and above in numeracy
- 75% of a students in year 5 will achieve band 6 and above in reading
- 50 % of students in year 5 will achieve band 6 and above in writing
- 55% of students in year 5 will achieve band 6 and above in spelling
- 70% of students in year 5 will achieve band 6 and above in grammar and punctuation
- 50% of students in year 5 will achieve band 6 and above in numeracy

In 2019 we implemented this priority through the following strategies:

- *reviewed and implemented scope and sequence documents in English, Maths and Science. Reviewed in teams to ensure that all achievement standards covered. New teams created to monitor second year cycle, particularly in HASS.*
- *worked in teams to review and monitor implementation of scope and sequence charts. Specific PLC timetabled each term to meet to check progress.*
- *reviewed "Pedagogical Practices at Evatt" document including Ten Essential Literacy Practices and Non-Negotiable learnings in Numeracy*
- *teachers demonstrated new knowledge and skill in using achievement standards and how to differentiate the standard accordingly to meet student needs in their planning. This was evident in termly PLC Program Sharing and Evaluation sessions where programs were evaluated.*
- *developed and implemented strategic literacy and numeracy learning experiences in the Preschool*
- *implemented specific strategies learnt at Christine Topfer professional learning on Ten Essential Literacy Practices in years 3 -6*

- *focused on intentional teaching of nursery rhymes, counting and one to one correspondence in numeracy in preschool*
- *supported preschool and Kindergarten staff to develop phonemic awareness activities to increase student knowledge*
- *developed tracking systems to synchronise to collect longitudinal data P-6*
- *continued to implement RTI program for students in Kindy – to year 2*
- *used internal and external data sources such as DIBELS (Dynamic Indicator of Basic Early Literacy Skills), PM reading benchmarking kits*

*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*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
90% of Kindergarten students will achieve at or above expected growth in reading and mathematics	79%	54%	62.1%			
90% of Kindergarten students will identify most letters and sounds	75%	75%	72.9%			
70% of Kindergarten students will display at or above benchmark in oral language	80%	73%	86%			
	85%	84%	84%			
90% of students will achieve stanine 4 or above in Year 1 in Reading	86%	76%	60.5%			
85% of students will achieve stanine 4 or above in Year 2 in Reading	83%	75%	79%			
55 % of a students in year 3 will achieve band 4 and above in reading	44.8%	66.7%	66.7%			
55 % of students in year 3 will achieve band 4 and above in writing	48.2%	71.5%	59.1%			
65 % of students in year 3 will achieve band 4 and above in spelling	51.6%	48.6%	63.2%			
70 % of students in year 3 will achieve band 4 and above in grammar and punctuation	62%	67.5%	78.4%			
65 % of students in year 3 will achieve band 4 and above in numeracy	57.1%	75.%	50%			
80% of a students in year 5 will achieve band 6 and above in reading	63.8%	66.7%	41.7%			
50 % of students in year 5 will achieve band 6 and above in writing	30.5%	40.3%	34.6%			
50% of students in year 5 will achieve band 6 and above in spelling	41.7%	53%	54.5%			
70% of students in year 5 will achieve band 6 and above in grammar and punctuation	63.9%	58.1 %	45.3%			
50% of students in year 5 will achieve band 6 and above in numeracy	42.9%	47%	54.2%			

## Our achievements for this priority

### Kindergarten

Our students enter kindergarten at a broad range of abilities. Some of our students have made very good progress and using PIPs data alone is not necessarily a good indicator of progress.

Thirty-seven students participated in the end of year PIPs assessment, however there is no growth recorded for two of these students due to various reasons, for example joining Evatt during the year and data not being available from the start of the year. PIPS 2019 data was disappointing as the percentage of at and above growth was 73% in Mathematics and 62% in reading, not reaching the target by 28% and 38% respectively. However 44% of the 73% in Mathematics received plus average growth.

We were surprised at this data, as our school-based data set showed a different picture. This year we had a new Kinder teaching team, with a very experienced Kindergarten teacher joining Evatt. They implemented a rigorous phonic program, with a quality literature focus, and continued to embed the 10 Essential Literacy Practices that we had implemented last year.

Several factors may have contributed this:

Our PIPS growth data includes all students, and we have a high proportion of students with high needs or a learning difficulty. Three students are in a Learning Support Unit and one student receives ISP funding, which is 11% of the cohort. Three other students are on the list for extra testing next year due their minimal growth, as indicated by their negative PIPS growth and school data, even with intensive targeted intervention, through our Response To Intervention (RTI) program. A closer analysis of the PIPS data also shows that the four students who had a double negative growth in reading were either from the LSU, EALD or trauma background. Next year there will be six ILPs for this cohort of students.

Small data sets from the school demonstrate that gains have been made from last year. In Kindergarten the percentage of students who know their high frequency words, above 45 words was 82% compared to 61% last year. The percentage of students in the highest scale, above 60 words, was double that of last year. Clearly the increased focus and different approach to sight words such as having the 'Reading Hats' and sight word certificates, had a positive effect on students. A similar increase was in the spelling data, which increased to 78% from 36% last year with children passing the first phase of the letter alphabet stage which is writing consonant-vowel-consonant words. This increase in independent writing was also evident in this year's Kinder cohort through writing samples.

### School program and process data

Targets or Measures	Base	Year 1 2018	Year 2 2019	Year 3 2020	Year 4 2021	Year 5 2022
M100W Kinder – sight word reading at and above	n/a	61%	82%			
Words Their Way Spelling – Kinder	n/a	36%	78%			
Crevola Oral Language Assessment	n/a	84%	84%			
Letters and Sounds – most	n/a	73%	86%			

The percentage of students knowing most of their letters and sounds has increased by 13% and this included three new students who came in term 4 and not participated in our school program. They were all very low on arrival.

#### PIPS DATA 2019

	Band 1	Band 2	Band 3	Band 4	Band 5
Reading	5%	5%	71%	16%	3%
Numeracy	5%	13%	66%	13%	3%
ACT Percentage	3%	14%	66%	14%	3%

#### PIPS End of Year Report bands

	Band 1	Band 2	Band 3	Band 4	Band 5
Reading	8%	8%	66%	18%	0%
Numeracy	8%	5%	66%	18%	3%
ACT Percentage	3%	14%	66%	14%	3%

End of year PIPS results indicate that the 2019 cohort had a similar percentage spread as the ACT percentage. Of the students who were in the bands 1 and 2, three students are in Learning Support classrooms as previously stated and the other students have been identified as needing extra support next year.

#### Reading Benchmarks 2017 – 2019

The results of our reading benchmarks have remained quite constant over the past three years. It seems to sit in the range 70 – 80% of the cohort reach at or above benchmark each year, with a few dips and troughs, to below 70% and just over 80%. Across the years there is a downward dip in the transition from year 2 to year 3. This may be due to the increased complexity of texts, the increase of inferential questioning in the testing kits, the previous year 2 teachers promoting students higher to levels than required or the decrease of specific reading strategies and intentional reading groups in year 3. There is also a transition to using a different testing kit of Fountas and Pinnell in the senior classes, which are harder texts.

### At or above ACT benchmark in Reading 2013 – 2019

	ACT Bench mark Levels	2017 At and above	2018 At and above	2019 At and above
Kinder	5-8	86%	78%	78%
Year 1	14-16	64%	82%	77%
Year 2	20-22	85%	81%	83%
Year 3	24-26	68%	75%	64%
Year 4	25,26	77%	78%	74%
Year 5	27,28	77%	57%	63%
Year 6	29,30	75%	69%	67%
Average		77%	74%	72%

### Westwood Basic Number Fact Test – At benchmark

	Year 2 2019	Year 3 2020	Year 4 2021	Year 5
<b>Class Year 1</b> Addition Subtraction	83%			
<b>Class Year 2</b> Addition Subtraction	91%			

The Westwood indicates that a large proportion of our students are at and above in their number facts, with 83% and 91% of students in year 1 and year 2 respectively. This can be attributed to our emphasis of mental computation in the junior years and implementing strategies and games to develop these skills. This year we also included this as a junior team goal on all *Teacher Performance and Development Plans*. While all teachers continued to embed these practices, they did not achieve the goal to have an increased permanent bank of Paul Swan games.

### Effect Size Analysis: Evatt Schools PAT Growth

(November 2018 to November 2019)

#### Data Decisions:

- *using scaled score as this is only comparable number between different PAT tests*
- *excluding students that are part of the Learning Support classes*
- *excluding students that have arrived or left the school during the school year analysis period*
- *using beginning of year data for students that were new in 2019*
- *excluded students that have not been tested due to absence or lack of catch up (as there is a correlation between absenteeism and growth this is a large impact on the data)*

#### Year 1

Year 1 **maths** PAT stanine achievements show that of the 86% of students who took the test, 98% achieved stanine 4 or higher, while only one student in the cohort achieved below (stanine 3), this demonstrates that of this cohort, 90% of students fall in the middle group (stanines 4 to 6), indicating that for this cohort PANLs (Principals as Numeracy Leaders) is having an impact in the second year of implementation. Among this group of students, 14% have ILPs.

This is the first time that Year 1 has participated in PAT assessments and teachers commented on the fact that for these students multiple choice is a completely new format of questioning (no effect size available as PAT tests begin in year 1).

### *Year 2*

89% of Year 2 maths students who took the PAT test achieved stanine 4 or higher, continuing to indicate that PANLs is having an impact. Only five students out of the 42 assessed fell below the expectation.

The effect size for this cohort, using end of year to end of year data, is 0.78 (0.4 is considered a year's growth), indicating that there continues to be quality teaching for this group-. However 19.5% of year 2 students have an ILP.

### *Year 3*

In Year 3 the cohort is extremely small (22 students -making the effect size less reliable), however the effect size for maths is 0.73, and is not an accurate reflection of achievement. Within this group there is a significant number of students on ILPs (7) and behaviour plans (3).

The growth in spelling was below expectations. Again, the cohort is very small, and the effect size is 0.20. This result could possibly be due to the disruptive nature of the 3/4 cohort this year. Two new students arrived in the cohort and demonstrated poor learning behaviours and low academic abilities while trying to maintain a safe learning environment and learning space in general. Although only 72% of the cohort did the PAT spelling, the effect size was 1.14.

The students in year 3 who sat the PAT spelling test (81%) showed a negative growth of 0.20. The impact of high percentage of students with additional needs has had a negative impact on learning outcomes for students in this cohort. Two key influences on this cohort has been high staff absenteeism and that reading and spelling have not been consistent priorities this year. The social and emotional needs of this cohort has been a very strong factor in their learning progress.

### *Year 4*

The year 4 cohort (40 students) in 2019 demonstrated slightly more than a year's growth over the course of one year in two areas. In spelling they achieved an effect size of 0.48, and in reading the effect size was 0.58. However, the maths results are poor with an effect size of 0.17. This is possibly due to the highly disruptive behaviour of 36% of the cohort and may also be due to teacher changes and regrouping at the beginning of semester 2. While there



were some very pleasing growth results in those who achieved below expectations the previous year, those students at the higher end demonstrated small backwards movement.

#### *Year 5*

The analysis of the year 5 PAT data (22 students; 4 are on ILPs/PLPs) shows that the spelling results had an effect size of 1.38. and reading was 0.42. In reading there have been some gains as much as three years' worth in one year for those starting from a lower base, those students already at the top have very little room for improvement e.g. one mistake in the test has a negative impact on their results.

The year 5 maths data is almost a year's growth – 0.38. Within this cohort there is very pleasing individual growth, however those students with negative results are those with high anxiety/emotional issues.

#### *Year 6*

In year 6 the data for both spelling and maths is above the expected growth of 0.62 (spelling) and 0.50 (maths). The reading outcome is poor – 0.03. On analysing personal data there was evidence that those who had done very well at the end of last year performed below expectations this year – in some case well below. This may be in part to students believing the questions are too easy and therefore they do not need to apply their full attention to the task. In 5/6 only 9% of students have an ILP.

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

- induction of new staff into whole school wide programs and practices
- Impact Coaching to continue
- continue to ensure non-negotiables in literacy and numeracy are taught
- continue to embed consistent teaching practices in *10 Essential Literacy Practices*, Daily Five, reading groups
- Count Me in Two, Middle Years Mental Computation, PANLs programs embedded

## Priority 2: *To maximise every students' learning in the development of science/STEM knowledge and skills*

### Targets or measures

By the end of 2019 we will achieve:

- 70 % of students will identify their enjoyment for science
- 70% of students will confidently apply science inquiry skills with focus on questioning and predicting, planning and conducting, processing and analysing data and information and communicating
- 100% of mainstream students will be mapped and assessed against achievement standards of student progress will be mapped against the Australian Curriculum achievement standards at each year level
- 80% of students will develop strong foundational knowledge in STEM skills including problem solving and critical thinking.

In 2019 we implemented this priority through the following strategies:

- all teaching staff attended STEM professional learning and Primary Connection
- developed Scope and Sequence document
- PAT Science assessment was completed by all students in year 3-6. Data will be again collected at the end of 2020 and
- staff is beginning to develop an integrated inquiry approach within their planning using Primary Connections and expert input.

*Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.*

### Student learning data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
100% of mainstream students will be mapped and assessed against the achievement standard	n/a	n/a	100%			
Pat Science will demonstrate growths in 3 – 6 students	n/a	n/a	see below			

### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
My child enjoys Science at school.	n/a	70%	80%			
My child feels confident to ask questions to ask questions, make predictions, plan and conduct experiments during science and STEM.	n/a	75%	70%			
My child is developing knowledge in Science, Technology, Engineering and Mathematics (STEM) skills	n/a	85%	90%			

## PAT SCIENCE

Median Score Growth Analysis: Evatt Schools PAT Growth (November 2018 to November 2019)

2019 Year 6	Median Score	2018 (Year 5) 120.9 Band 7	2019 (Year 6) 125.5 Band 8	Median score has gone from below the PAT normalised median score to above. Median score is now in one band above the normalised median band.
	PAT Norm Median	Norm for year 5 121.2 Band 7	Norm for year 6 121.2 Band 7	
2019 Year 5	Median Score	2018 (Year 4) 117.6 Band 6	2019 (Year 5) 120.9 Band 7	
	PAT Norm Median	Norm for year 4 118.5 Band 6	Norm for year 5 121.2 Band 7	
2019 Year 4	Median Score	2018 (Year 3) 115 Band 6	2019 (Year 4) 119.2 Band 6	Median score has gone from below the PAT normalised median score to above.
	PAT Norm Median	Norm for year 3 115.8 Band 6	Norm for year 4 118.5 Band 6	
2019 Year 3	Median Score		2019 (Year 3) 113.6 Band 5	Year 2 data needs to be explored as an end of year benchmark.
	PAT Norm Median		Norm for year 3 115.8 Band 6	

What this evidence tells us:

- The perception data shows us that we are making steady progress in the area of students enjoying science at school and developing their knowledge in Science Technology Engineering and Mathematics (STEM) skills. There needs to be further work done to support students feeling confident in asking questions, making predictions, planning and conducting experiments during science and STEM lessons.
- All teachers are working towards an understanding of the inquiry concept and are progressing towards embedding this in their planning and delivery of lessons. Australian Curriculum General Capabilities are understood and there is a need for these to be further incorporated in teaching and further professional learning is needed.
- Inquiry design – STEM and digital technologies. All teachers, Kindergarten to year 6 continue to expose students to STEM challenges in their classrooms. STEM continues to be taught as a separate subject. STEM opportunities are offered in the preschool setting.

- Students' commented positively about their learning as identified by the student satisfaction survey questions (I enjoy Science at my school, I feel confident to ask questions, make predictions, plan and conduct experiments during science and STEM. I am developing knowledge in STEM skills).

Have any of your data sources changed over time? If so, why?

- PAT has been successfully Implemented and preliminary results show positive growth.
- Rubric to measure stem skills/ inquiry skills are being trialled in grades 5/6 and a way of recording this data needs to be further explored.
- What implications does this evidence have for your next AP?
- Strong evidence to continue to imbed the integrated inquiry approach into the curriculum at all levels.
- The need to articulate a Learner Profile/ rubric for all students in line with the STEM and inquiry skills.
- The need for professional learning (PL) for all teachers with planning in progress: K-6 five hours of TQI approved PL for staff on the Integrated Inquiry approach and STEM learning.

Our achievements for this priority

**Developing an inquiry approach to learning**

- Two professional learning sessions were organised for teachers in 2019
- Term 3 saw all teams being supported successfully by experts (Paula Taylor, Matthew Noonan)

**Expecting consistency of teaching practices by all staff**

- All teachers have used the science scope and sequence to plan their science across the year
- All teachers have used Primary Connections used as a starting point to planning science

Challenges we will address in our next Action Plan

- Define STEM and related skills as a whole staff and develop and implement an integrated curriculum approach across the school. There is an implementation plan that will be further addressed in the 2020 Action Plan.
- Tracking progress consistently across the school has proven challenging and different tools need to be further explored (e. g rubrics).
- Continue to develop staff capacity in STEM disciplines.

### Priority 3 To support our students in becoming confident and creative individuals and active and informed citizens

#### Targets or measures

By the end of 2019 we will achieve:

- development of skills at the appropriate levels for the general capabilities of personal and social
- establishment of Response to Intervention (RTI) established for SEL years 3 – 6
- extension of the implementation of So Safe across the school
- a Review of the Scope and Sequence for SEL

In 2019 we implemented this priority through the following strategies:

- investigated, developed and implemented a scope and sequence for social and emotional learning P - 6 including for mental health and well being
- implemented and constructed an audit of SEL curriculum P-6.
- researched SEL programs that have a more in-depth knowledge and skill base. Completed resources from 2018 provided to all teams.
- consulted with Senior Belconnen psychologist to develop deeper understanding of mental health issues especially in year 3- 6.
- implemented testing program using PAT screening. Create a RTI group as identified by the screening.
- organised the delivery of Bungee to target and support the well-being of year 5 and 6 girls and Peaceful Kids program for year 3 and 4 boys
- developed lunchtime club program to support students well being
- continued to develop deeper knowledge of using the Australian Curriculum then link to General Capabilities, especially Personal and Social Capabilities

#### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
I feel safe at this school	89.9%	73.8%	67.0%			
Behaviour is well managed at this school	65%	57.4%	37.5%			
The school celebrates my achievements	73.4%	86.4%	70.4%			
I can talk to my teachers about my concerns	66.7%	61.8%	65.9%			

#### What this evidence tells us

- We believe there are several factors that impact the results regarding students feeling safe. These factors have been explored by staff and will continue to be addressed in the next school plan. This result contrasts with parent perspective that indicates 90% feel their child feels safe at this school. Student and parent perception are opposing.

- Parent data shows their perception is that student behaviour is well managed at this school (74.2%) where student perception is 37%. Similar hypothesis as above are thought to impact this difference.
- Although the data shows that behaviour is not well managed at this school (from a student perspective) it is imperative to note that students would not have the knowledge of the behaviour support plans and actions in place to address ongoing behaviour concerns which would impact on their perception.
- Student success is celebrated in several ways both within the classroom and at a whole school level. In our setting we acknowledge student achievement through: Flying High awards, LJ Hooker award, ICAS, sporting awards, reading awards, maths Olympiad, TOMs, shared work samples, principals awards, SeeSaw posts and end of year graduation awards. In contrast parents felt the achievements of students are celebrated at my child's school well (94%).
- Data tracking shows a 200% increase in the recording of negative incidents over the twelve-month period. This highlights the increased capacity of staff to use the SAS system to record behaviour. Of note is the number of incidents reported for a smaller group of students.

#### Our achievements for this priority

- The program *Peaceful Kids* had positive impact on the well-being of our students. Anecdotal evidence shows that feedback from parents said that their child benefitted greatly from the opportunity to participate. At the conclusion of the program, students expressed a desire for the program to continue. A questionnaire was completed by the students pre and post intervention. It is too soon to comment on the long-term benefits to student well-being.
- The *Bungee* program was well received, and the students commented that they wished the program to be longer. The impact of this program has had long term effects in the way in which the students interact with each other.
- The RTI program for the year 5 and 6 students has successfully impacted on the relationships between students.
- Lunch time clubs have been established and well attended. Clubs offered include origami, comic club, choir, ukulele, board games in the library, STEM, soccer and noodle hockey.

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

- implement PBL (Positive Behaviours for Learning) in 2020
- investigate, using the *Mind Up* program for K-3 students in 2020 and develop a scope and sequence for SEL
- we found that PAT testing was not as useful as we had hoped in providing individualised information because the data was too general
- the *So Safe* program has been implemented in the additional needs classes and
- teacher interest and capacity to maintain the lunch time clubs

## 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.

### Reporting on Preschool Improvement:

- Intentional learning opportunities aligning with the 10 Essential Literacy Practices and PANLS is evident in planning documents. The effectiveness of these programs will be analysed in the 2020 PIPs results.
- The school executive team has developed a focus on literacy and numeracy during their supervision of preschool students. This is expected to support growth in these areas.
- The QIP for Evatt preschool in 2019 identified a need for more family input and critical feedback about the learning program. This was to be supported through the use of the Seesaw communication / portfolio app. By the end of 2019, 93% of preschool students were connected to the app, with 73 parents accessing the data.
- Emergency procedures are recorded and practised in accordance with the Evatt School schedule. In 2019, Evatt Preschool had 100% adherence accuracy for scheduled emergency procedure practices. Records of the scheduled and practiced procedures are located in the Preschool staff office.
- Playground modifications were identified to support the inclusion and participation of all students. Capital works has been carried out which includes visibility painting and 'soft-fall' ramps.
- Evatt Preschool currently has eight students who have been identified as accessing external support services. Information on available services, including drop-in sessions is available to all visitors to Preschool.
- 55% of the regular Preschool staff are formally trained in trauma sensitive practices. Four staff have no identified training in trauma sensitive practices and one staff member identifies that she would benefit from refresher training.
- Preschool classrooms have been equipped with resources to support students' sensory needs. A space has been developed to support students' sensory requirements.
- There are currently ten students accessing the services of NSET/SAP, with an additional child being recently closed from these services.
- The QIP was last reviewed in July 2019.

### Identified goals to continue:

- literacy and numeracy growth to be formally tracked
- parent reflection on the use and effectiveness of Seesaw
- emergency drills practice schedule to continue be timetabled termly
- all new staff members will be offered opportunities for training in trauma sensitive practices
- QIP to be regularly (quarterly) reviewed

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