Lyons Early Childhood School

Network: South Canberra/ Weston

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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.

Note: Due to the significant disruptive events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A entry has been used.

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 2020 our school supported this Strategic Indicator through

Priority 1: to maximise the literacy achievements of every student in their foundation years of schooling

- MiniLit was introduced as an evidence-based Response to Intervention model
- Literacy data and digital whole school tracking system enabled a more comprehensive approach to identifying and addressing student needs
- Additional support provided to vulnerable families during disruption to learning in 2020 including dedicated technology helpline and use of interpreter services

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

- Strengthen cultural integrity and recognition through construction of yarning circle, Bush Food Garden and professional learning for staff
- Three year old preschool was introduced and Lyons ECS developed a Community of Practice document to support implementation

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through Priority 1: to maximise the literacy achievements of every student in their foundation years of schooling

- Development of LECS Literacy Map
- Provision of literacy coaching to support the implementation of literacy workshop model in writing and reading
- Goals within individual Teacher Performance Development Plans connected to Essential Literacy Practices

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

- Streamline referral processes to school psychologist

- Form Positive Behaviour for Learning (PBL) Implementation Team to participate in PBL training ready for 2021

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2020 our school supported this Strategic Indicator through Priority 3: build a strong framework that supports successful learning in the early years

- Engage whole school community in our cultural integrity journey
- Introduce Social and Emotional Wellbeing Program across P-2

Reporting against our priorities

Priority 1: to maximise the literacy achievements of every student in their foundation years of schooling

Targets or measures

By the end of 2021 we will achieve:

At least 80 percent of students demonstrate –
• improved proficiency in speaking and listening according to the EAL/D Learning Progression
• expected or above expected growth in PIPs
• Increased proficiency in the language of interaction for every student as demonstrated by the EAL/D Learning Progression
• expert use of a range of literacy modes (for example, reading, writing, digital text) as a social practice at school and at home
• achieved or exceeded Education Directorate benchmarks for reading
• Increased numbers of students reaching at least the achievement standard (C) for English.

In 2020 we implemented this priority through the following strategies

- Introduced comprehensive literacy assessment schedule to track beginning, mid and end of year progress and achievement
- Resourcing literacy as a priority

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.

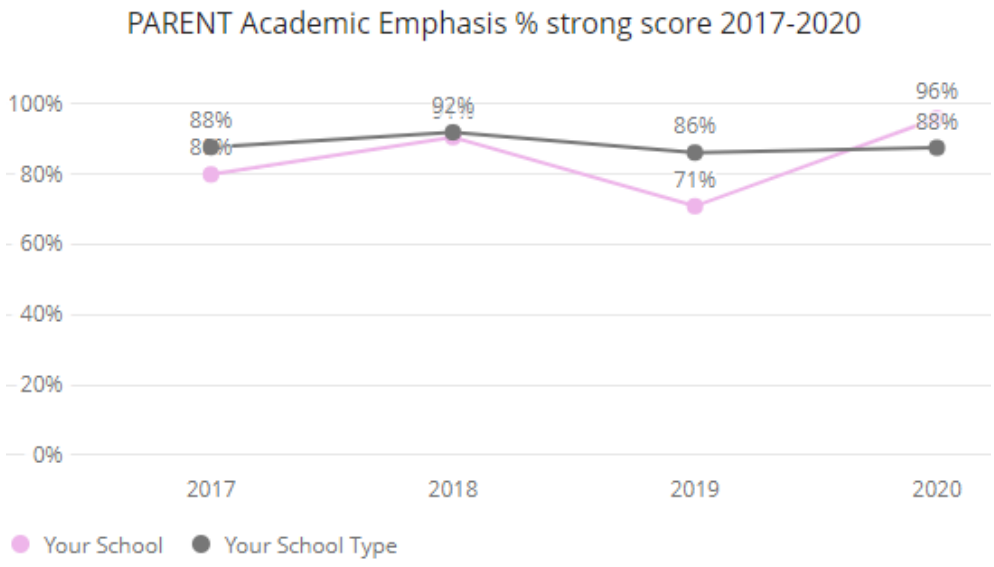
Student learning data

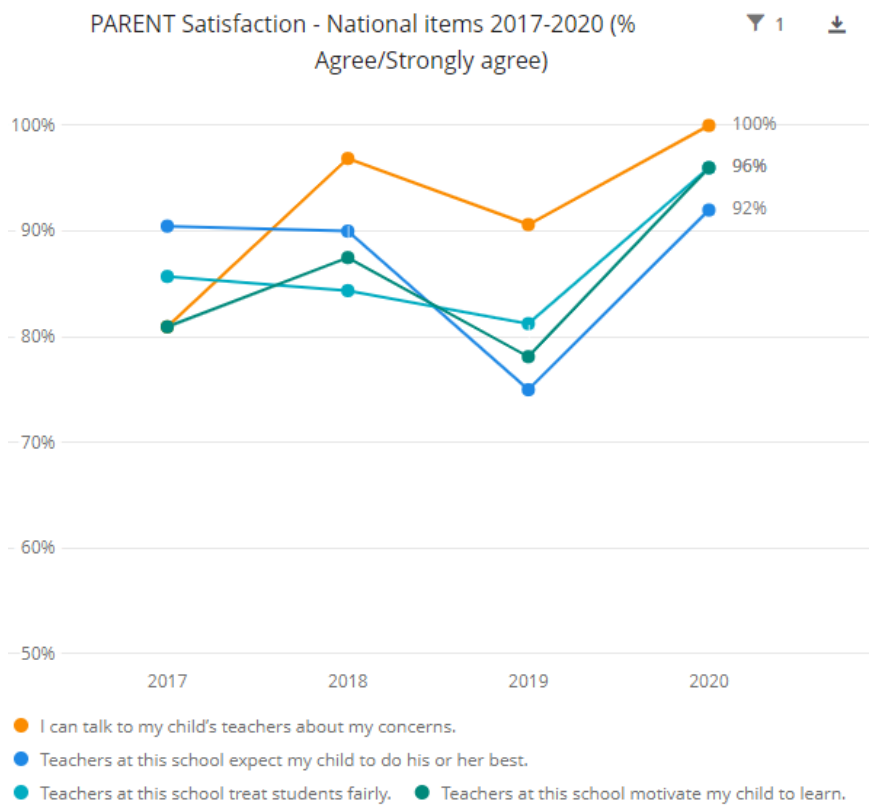
Targets or Measures	Base	2018	2019	2020	2021	2022
PIPS: 80% of students achieving expected progress or above expected growth in PIPS Reading		56%	42%			

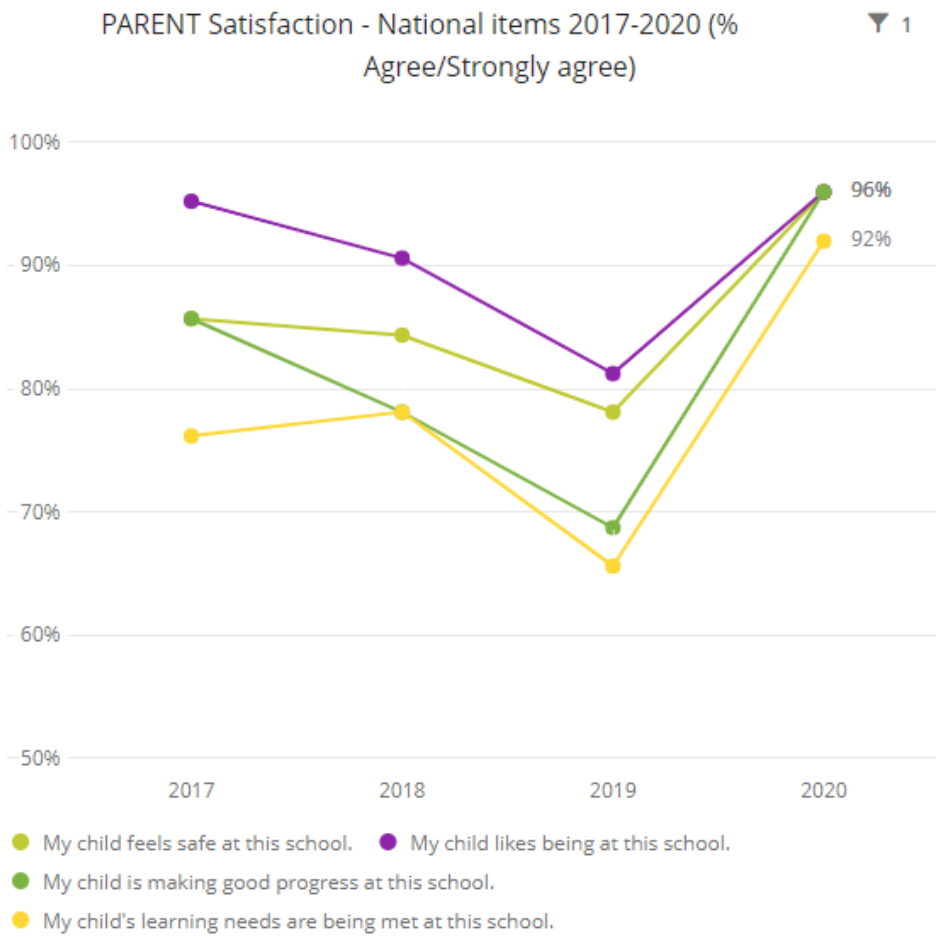
Reading: 80% of students achieving or exceeding ED benchmarks for reading		67%	53%	76.5%		
English: Increased numbers of students reaching at least the achievement standard (C) for English		64%	65%	82%		

Perception Data

Targets or Measures	Base	2018	2019	2020	2021	2022
My child is making good progress at this school	75%	78%	69%	96%		
My child's learning needs are being met at this school	75%	78%	66%	92%		
Student's learning needs are being met at this school	100%	100%	57%	91%		
Staff are well supported at this school	100%	83%	57%	82%		
Teachers expect students to do their best	100%	92%	71%	100%		
This school looks for ways to improve	100%	95%	100%	100%		

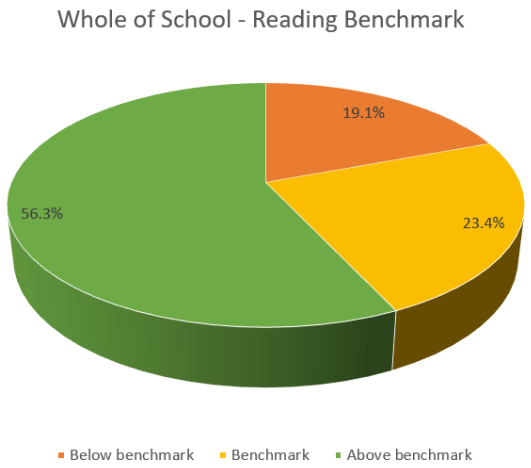


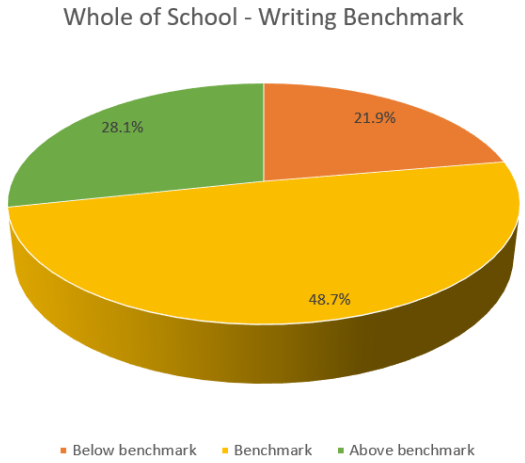

PARENT Satisfaction - National items 2017-2020 (% Agree/Strongly agree)
1
100%
90%
80%
70%
60%
50%
2017
2018
2019
2020
100%
96%
92%
I can talk to my child's teachers about my concerns.
Teachers at this school expect my child to do his or her best.
Teachers at this school treat students fairly.
Teachers at this school motivate my child to learn.


PARENT Satisfaction - National items 2017-2020 (% Agree/Strongly agree)
1
100%
90%
80%
70%
60%
50%
2017
2018
2019
2020
96%
92%
My child feels safe at this school.
My child likes being at this school.
My child is making good progress at this school.
My child's learning needs are being met at this school.

School program and process data

Targets or Measures	Base	2018	2019	2020	2021	2022
Proportion of school leaders and teachers demonstrating effective implementation of the workshop approach (writing component)	100%	80%	N/A	N/A		





What this evidence tells us

A within school match of students from Kindergarten in 2019, to students in Year 1 in 2020 shows students below benchmark in reading has decreased from 30% to 15.8%. Important to note is 5.3% of students in Year 1 are at benchmark in reading, with 78.9% of students reading above expected benchmarks. This is a significant increase in reading performance for the cohort.
All students below reading benchmark in Years 1 and 2 received targeted intervention. Each of these students has made growth, with students making less than expected growth being referred for further assessment.
16.8% of students not achieving benchmark in Kindergarten are identified as EALD.

Our achievements for this priority

- Development of LECS Literacy Map that details P-2 Scope and Sequence of essential knowledge and skills, year level literacy maps that detail key priority outcomes and whole school assessments and instructional contexts for building consistent classroom practices.
- Prioritised resourcing of reading materials and purchased $35 000 student readers for classroom and home use
- Reading literacy room established. Systems and processes developed to support teachers to have high quality materials in classrooms
- MiniLit established as RTI model. All students below benchmark in Years 1 and 2 have received intervention.
- Engaged writing consultant Catherine Nash during week 0 to further develop staff capacity to embed lesson elements of Writers' Workshops
- Introduced Professional Learning Communities that supported implementation of differentiated teaching to meet student needs
- Introduced planning days for teams

- Staff participated in ghost walks to reflect on evidence of implementation of Essential Literacy Practices
- Engaged in professional reading and discussion from a variety of expert literacy educators
- Introduced consistent K-2 writing moderation using the LECS Writing Marking Guide and AC writing samples
- Collaborated as part of Early Childhood Schools Network to share classroom literacy practices during term 1.
- Development of physical space in school to display dynamic data and facilitate professional learning discussions

Challenges we will address in our next Action Plan

- Formalise learning walks and talks as a core element of literacy improvement
- Strengthen use of data sets to inform learning and teaching programs including ACER PAT Reading Year 2 and Early Years Reading assessments
- Develop common lessons for semester 1 kindergarten students to build skills in letter-sound knowledge
- Monitor consistency with which whole-school assessments are administered to ensure high reliability of literacy data
- Build staff capacity to set individual learning goals and provide students with effective feedback in literacy
- EALD student who are below benchmark in reading will receive targeted intervention in 2021.

Reading & Viewing

Preschool	Kindergarten	Year 1	Year 2
EYLF	Australian Curriculum Achievement Standards		

Understanding and conceptual knowledge

Preschool	Kindergarten	Year 1	Year 2
Outcome 5: Children are effective communicators Engage with a range of texts and gain meaning from those texts. Begin to understand how symbols and pattern symbols work. Begin to understand key literacy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and ways texts are structured.	Understand that there are different types of texts and that these can have similar characteristics. Identify connections between texts and their personal experience. Use predicting and questioning strategies to make meaning from texts. Recall one or two events from texts with familiar topics.	Understand the different purposes of texts [and] identify that this affects how they are organised. Make connections to personal experience when explaining characters and main events in short texts. Describe characters, settings and events in different types of literature. Recall key ideas. Recognise literal and implied meaning in texts.	Understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. Make connections between texts by comparing content. Identify main ideas and supporting detail. Identify literal and implied meaning.

Skills and mastery

Preschool	Kindergarten	Year 1	Year 2
Actively use, engage with and share the enjoyment of language and texts in a range of ways. Express ideas and make meaning using a range of media. Use information and communication technologies to access information, investigate ideas and represent their thinking.	Read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. Recognise the letters of the English alphabet in upper and lower case and know and use the most common sounds represented by most letters. Read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.	Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. Read aloud with developing fluency. When reading, use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.	Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.

General Capabilities: Literacy

Becoming literate is not simply about knowledge and skills. Certain **behaviours** and **dispositions** assist students to become effective learners who are confident and motivated to use their literacy skills broadly.

They include students:

- managing their own learning to be self-sufficient
- returning to tasks to improve and enhance their work
- working harmoniously with others
- being open to ideas, opinions and texts from diverse cultures
- being prepared to question meanings and assumptions in texts.

Samples from LECS Literacy Map

Mid-Year Reading Year 1

LECS Year 1 students will:

1. Read **continuous text** at PM Instructional Levels **9-13**
2. Automatically recognise **70-120** high-frequency **sight words**
3. Process a **small range of text types**: realistic and imaginative fiction, traditional tales, poetry, non-fiction on familiar topics
4. Apply **reading strategies** to build:

Sample Level 11-12

"I can't go to sleep," said Nick.
"Will you open the door?" he asked.
Nick's mum opened the door.
Light came into the room.

"Good night, Nick," his mum said.

Comprehension	Accuracy	Fluency	Vocabulary
• problem-solve when meaning is lost • actively engage with meaning • begin to infer meaning • make sense of slightly more complex story lines and ideas • find and sequence main ideas • recognise different text purposes and genres	• co-ordinate letter-sound knowledge and visual strategies • recognise common word endings, such as *-ed, -ing,* in multi-syllabic words • use more than one source of information (meaning, syntax, visual print, pictures) to decode unknown words	• automatically recognise high-frequency words encountered in texts • group words logically into phrases to support meaning • recognise and use a small range of punctuation to support phrasing • read aloud (without pointing) with appropriate rate, intonation and phrasing	• actively add to known vocabulary • use word-solving strategies to derive the meaning of unknown words

We will know this by:

collecting and entering **baseline evidence**	planning for **ongoing assessment & feedback**	collecting and entering **mid-year evidence**
Term 1, Weeks 1-4	Late Term 1 to early Term 2	Term 2, Weeks 2-5
• Determine a **PM Benchmark Instructional Level**	• **Informal running records** • **Sight word reading**	• **PM Benchmark assessment** determine an instructional level

Year 1 ENGLISH Student Progress Record

Teacher 1: Heather Bartholomew | Teacher 2: | Calendar Year: 2020

BEGINNING OF YEAR against Mid-Year goals

Key Learning Goals	Working Toward		GOAL	Working Beyond	
1. Reading	1-3	4-8	9-13	14-17	18-30
PM Instructional Level					18
2. Writing	0-5	6-14	15-23	24-33	34+
Marking Guide					
3. Word Knowledge	0-15	16-25	26-37	38-46	47+
Yr 1-2 Spelling Inventory				41	

Supporting Skills	Working Toward		GOAL	Working Beyond	
4. Sight Word Reading	0-19	20-69	70-119	120-200	not needed by PM level 18
S.W. Reading Record					
5. Sight Word Spelling	0-10	11-29	30-45	46-74	75-90
S.W. Spelling Record					
6. Speaking	Not assessed until Mid-Year				

7. Phonics & Handwriting		0-19	20-26
Selected students only	Upper:		
Phonics Tracker	Lower:		
	Handwriting:		

MID-YEAR

Key Learning Goals	Working Toward		GOAL	Working Beyond	
1. Reading	1-3	4-8	9-13	14-17	18-30
PM Instructional Level					22
2. Writing	0-5	6-14	15-23	24-33	34+
Marking Guide				31	
3. Word Knowledge	0-15	16-25	26-37	38-46	47+
Yr 1-2 Spelling Inventory					52

Supporting Skills	Working Toward		GOAL	Working Beyond	
4. Sight Word Reading	0-19	20-69	70-119	120-200	not needed by PM level 18
S.W. Reading Record					
5. Sight Word Spelling	0-10	11-29	30-45	46-74	75-90
S.W. Spelling Record					
6. Speaking	0-2	3-5	6-10	11-14	15-21
Marking Guide					

7. Phonics & Handwriting		0-19	20-26
Selected students only	Upper:		
Phonics Tracker	Lower:		
	Handwriting:		

Mid-Year Grade:	E	D	C	B	A
	☐	☐	☐	☐	☐

END OF YEAR

Key Learning Goals	Working Toward		GOAL	Working Beyond	
1. Reading	1-5	6-12	13-16	17-21	22-30
PM Instructional Level					29
2. Writing	0-8	9-21	22-30	31-41	42+
Marking Guide				38	
3. Word Knowledge	0-20	21-34	35-45	46-53	54-66
Yr 1-2 Spelling Inventory					58

Supporting Skills	Working Toward		GOAL	Working Beyond	
4. Sight Word Reading	0-49	50-119	120-200	not needed by PM level 18	
S.W. Reading Record					
5. Sight Word Spelling	0-20	21-49	50-70	71-80	81-90
S.W. Spelling Record					
6. Speaking	0-4	5-11	12-16	17-19	20-21
Marking Guide			16		

7. Phonics & Handwriting		0-23	24-26
Selected students only	Upper:		
Phonics Tracker	Lower:		
	Handwriting:		

End of Year Grade:	E	D	C	B	A
	☐	☐	☐	☐	☐

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

Priority 2: to maximise the numeracy achievements of every student in their foundation years of schooling

Targets or measures

By the end of 2021 we will achieve:

At least 70 percent of students demonstrate:

▪ At least expected growth in PIPS (Mathematics)

▪ reaching at least the Achievement Standard (C) for Mathematics

• At least 80 percent of students demonstrate use of improved language proficiency to develop knowledge, skills and understandings in Mathematics

In the term 3 Leadership Engagement series, school leaders identified a key strategy that would be the focus of school improvement for the balance of 2020. Based on school circumstances and lessons learnt during semester 1, leaders were encouraged to adjust and focus on one priority.

It was determined that during semester 2, Lyons ECS would continue our focus on literacy improvement. Mathematics will be our key focus in 2021.

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	2018	2019	2020	2021	2022
PIPS: percentage of students that achieved expected progress or above (Maths)		75%	76%			
Mathematics (years 1 and 2): percentage of students that achieved at or above achievement standard (C)		76%	82%	93%		

Perception Data

Targets or Measures	Base	2018	2019	2020	2021	2022
My child is making good progress at this school	75%	78%	69%	96%		
My child's learning needs are being met at this school	75%	78%	66%	92%		

What this evidence tells us

There has been an increase in the percentage of students achieving or exceeding the achievement standard.
There has been a significant increase in parent satisfaction as evidenced in the survey data.

Our achievements for this priority

- Resourced and prioritised mathematics in 2021 school budget

Challenges we will address in our next Action Plan

- Develop a LECS Numeracy Map that details P-2 Scope and Sequence of essential knowledge and skills, year level numeracy maps that detail key priority outcomes and whole school assessments, and instructional contexts for building consistent classroom practices
- Utilise the Numeracy Map P-2 to inform learning walks and talks
- Prioritise resourcing of numeracy materials that support hands-on and inquiry-based approaches to learning
- Widen our evidence base by developing whole school assessments and data tracking for mathematics as well as ACER PAT Maths Year 2 and PAT Early Years assessments
- Build staff capacity to set individual learning goals and provide students with effective feedback in numeracy
- Development of physical space in school to display dynamic data and facilitate professional learning discussions
- Engage all staff in numeracy professional learning during Week 0 and Semester 1.

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

Targets or measures

By the end of 2021 we will achieve:

- All students have made yearly progress in the development of dispositions for learning
- 100% of school curriculum plans include planned teaching of capabilities and dispositions
- 100% of students reflect on their development of dispositions
- Annual Technology targets met for at least 80% of students

In 2020 we implemented this priority through the following strategies

- Streamlined systems and referral processes to school psychologist
- Implemented Friendly Schools Plus

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.

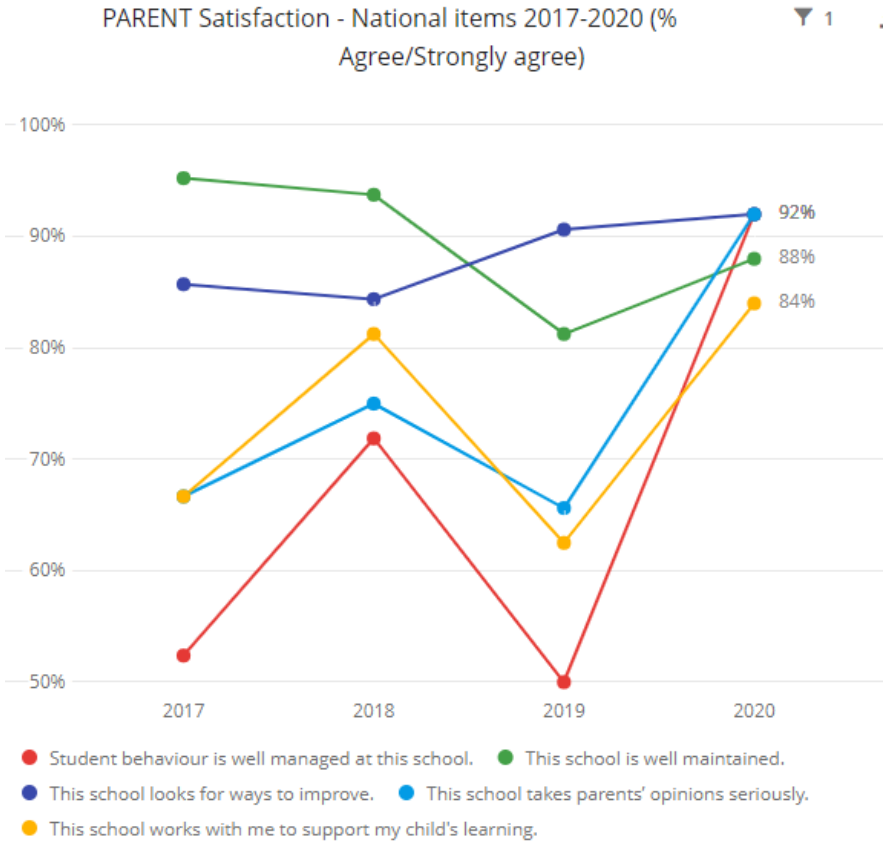
Student learning data

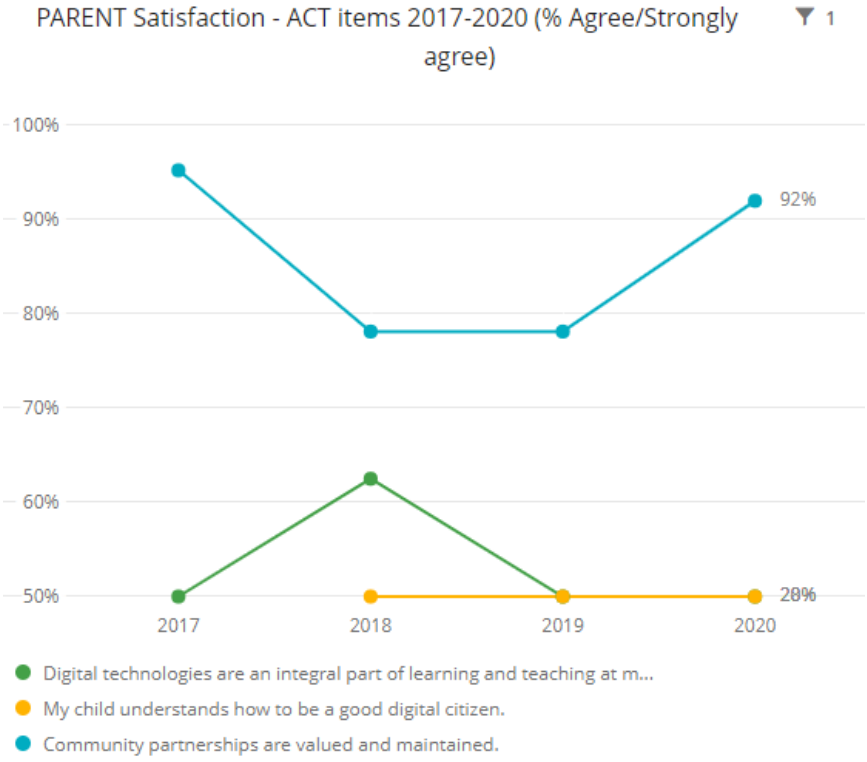
Targets or Measures	**Base**	**2018**	**2019**	**2020**	**2021**	**2022**
Students participate in emotional literacy coaching		100%		N/A		
Individual learning plan goals are achieved		80%		N/A		

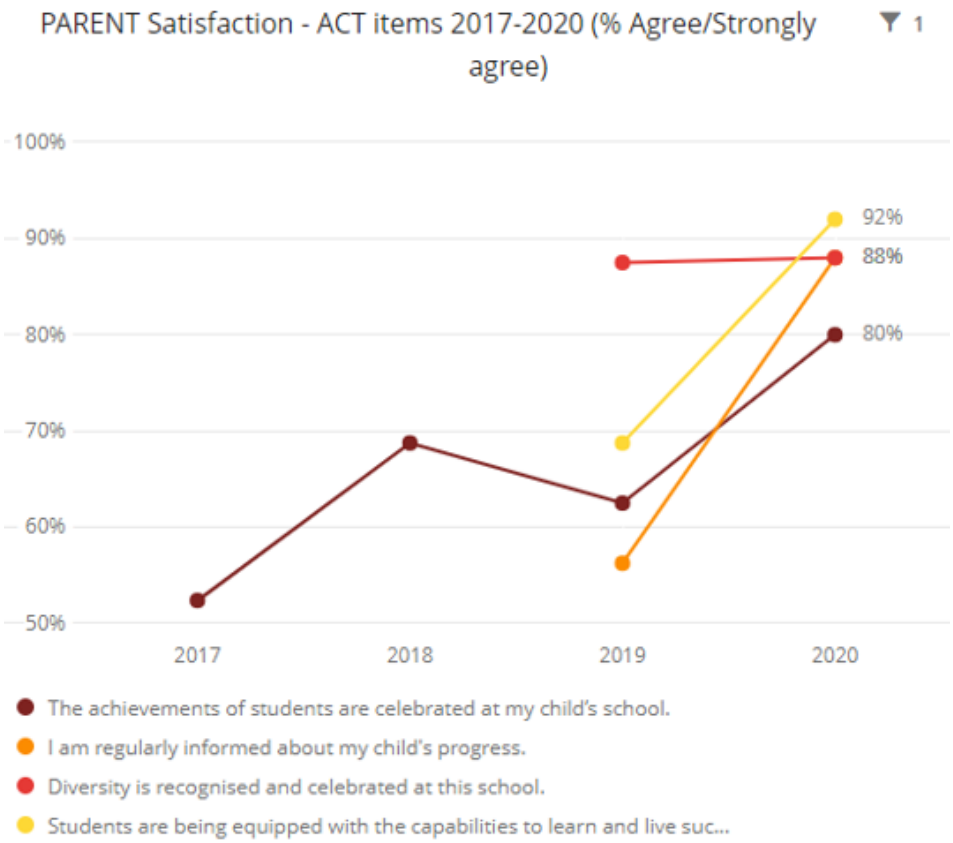
Perception Data

Targets or Measures (staff satisfaction survey)	**Base**	**2018**	**2019**	**2020**	**2021**	**2022**
Teachers at this school treat students fairly	90%	83%	84%	96%		
Students like being at this school	90%	92%	92%	100%		
This school looks for ways to improve	90%	100%	91%	92%		
Teachers at this school motivate students to learn	90%	100%	94%	96%		
Students' learning needs are being met at this school	90%	100%	92%	91%		
Overall, I am satisfied this school has high expectations in all that it does	90%	100%	N/A	88%		
Overall, I am satisfied that students are getting a good education at this school	90%	100%	N/A	100%		
Targets or Measures (parent satisfaction survey)						
Teachers at this school treat students fairly	90%	90%	84%	96%		
My child likes being at this school	90%	90%	91%	96%		
This school looks for ways to improve	90%	84%	84%	92%		

Teachers at this school motivate my child to learn	90%	90%	88%	96%		
My child's learning needs are being met at this school	90%	80%	78%	92%		
Overall, I am satisfied that this school has high expectations in al that it does	90%	84%	NA	88%		
Overall, I am satisfied with my child's education at this school	90%	84%	NA	92%		


PARENT Satisfaction - National items 2017-2020 (% Agree/Strongly agree)
1
100%
90%
80%
70%
60%
50%
2017
2018
2019
2020
92%
88%
84%
Student behaviour is well managed at this school.
This school is well maintained.
This school looks for ways to improve.
This school takes parents' opinions seriously.
This school works with me to support my child's learning.


PARENT Satisfaction - ACT items 2017-2020 (% Agree/Strongly agree)
1
100%
90%
80%
70%
60%
50%
2017
2018
2019
2020
92%
28%
Digital technologies are an integral part of learning and teaching at m...
My child understands how to be a good digital citizen.
Community partnerships are valued and maintained.



Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Curriculum plans include planned teaching of the Personal and Social Capability	100%					

What this evidence tells us

There is a continuing trend that staff identify students 'like being at the school' and feel they are getting a good education. All questions in the parent satisfaction survey indicate an increase in student engagement, management of student behaviour and meeting student individual need.

The parent satisfaction data highlighted the need to improve student understanding on what it takes to be a good digital citizen and the need for the school to better communicate how we integrate technology as part of learning. The maintenance of the building was also highlighted as an area for improvement.

Our achievements for this priority

- Undertook a day's training on Professional Learning Communities with Colin Sloper and developed norms for PLC meetings
- Introduced an additional 45 minutes of release time for teachers (exceeding EBA requirements) to support teacher collaboration
- Streamlined systems and processes around school psychologist referral, with a focus on early intervention, resulting in an increase in referrals and assessments
- Engaged with NSET and SAP to support students with complex needs and behaviours

- Introduced specialist dance and drama teachers during semester 2 to enhance the Arts curriculum
- SAS data indicates that major negative incidents have reduced considerably
- Continued focus on transitions to support wellbeing
- Strengthened relationship with WCS as a Community of Practice to support the three year-old preschool initiative
- PBL team was formed and completed training during Term 4
- Whole school assemblies were introduced to build community and celebrate learning and progress
- Community singing for students and families from birth to 8 was introduced during Term 1
- Cultural integrity journey included student work with Duncan Smith and Adam Shipp, and staff learning with the indigenous education section and Engoori training
- Indigenous students designed a yarning circle for the school grounds
- Landscape architects were engaged to design playground improvements

Challenges we will address in our next Action Plan

- Develop whole school pedagogical framework which includes planning for student-centred learning, as well as agreed high impact strategies
- Build and extend PLCs to improve student learning, including teams engaging in Timperley's Spiral of Inquiry
- Continue to strengthen teacher development using the AITSL standards, coaching, mentoring and learning walks and talks
- Introduce PBL
- Improve home school communication around how we use digital technologies and student understanding of digital citizenship
- Increase the ways in which we celebrate and promote diversity
- Improve building maintenance
- Improve indoor and outdoor learning environments to increase wellbeing and engagement

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.

The Early Years Learning Framework principles, practices and outcomes have guided, supported and enhanced learning across the three preschool classes during 2020.
The learning program has maximised children's agency and they have been active participants in their learning. Student learning has been assessed throughout the year and communicated to parents formally during each semester.
The digital app Seesaw was introduced to improve home/school communication.
A new reporting template was introduced focusing on outcomes linked to the Early Years Learning Framework.
Early literacy remained a strong focus of staff professional learning. The Preschool team had high levels of involvement in the development of the P-2 LECS English Plan.

The Quality Improvement Plan addressed compliance, ensuring outdoor environment and safety, daily playground checks, and documentation.
Developing quality relationships with children and their families remained a focus of staff.
Aboriginal and Torres Strait Islander perspectives were evident in programs.
All preschool staff will play an active role in the development of the QIP in 2021.