

# Lyons Early Childhood School

Network: South/Weston

## School Improvement Plan 2020-2022

School Improvement Plan 2018 -2022 revised 2020



## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

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

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

## Our school's improvement agenda positioned within the Directorate's Strategic Plan

### Vision

Directorate's vision: **We will be a leading learning organisation where people know they matter.**

School's vision:

Our school is a welcoming, colourful place where we love to learn and challenge ourselves. We strive for excellence in all we do, empowering all learners through innovative, evidence-based practice in a seamless birth to 8 setting. We develop and nurture resilient individuals, collaborative partnerships with our community, and a strong connection to Country.

### Mission

Directorate's mission: **We develop and deliver educational services to empower each child and young person in the ACT to learn for life.**

School's mission:

We provide high quality education and care for birth to 8 children in a safe and secure environment. Our children actively engage in play-based learning that supports their academic, social and emotional development.

## Values

Directorate's Values: **Respect, Integrity, Collaboration, Innovation.**

School's values: Kindness: being gentle, considerate and thinking about others  
Respect: treating everyone and everything in the school community well  
Collaboration: working together, cooperating and helping others  
Resilience: taking risks, persisting with challenges, being optimistic and positive

## School Beliefs

We believe in building strong foundations in every child by carefully balancing formal and personalised learning that sparks excitement, inspires creativity and most importantly brings joy. We believe that with joy, the best learning happens.

## Education Directorate's Strategic Goals for 2018-2021

- Schools where students love to learn
- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

## Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

*The Directorate annually publishes progress against its Strategic Indicators. Our school's contributions to these Strategic Indicators are detailed in our annual Impact Reports.*

## Multiple sources of evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework. \*

*\* Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.*

## Our improvement priorities

### Priority 1: Improve growth in reading for all learners

The statement below details our vision for how this priority will change the experience of school for our students.

Students at Lyons Early Childhood School will:

- engage in a school wide instructional context of a reading workshop which includes explicit instruction in reading strategies; small group, differentiated, targeted reading instruction as well as independent and partner reading
- set and monitor reading goals
- receive timely, targeted teacher feedback.
- engage in play opportunities that are linked to reading.
- be exposed to a wide range of text types through printed, visual and multimedia texts.
- read for a range of authentic purposes across curriculum areas

### Targets/Measures to be achieved by 2022

#### *Student learning data*

**Target or measure:** 73% or more students will be achieving at or above expected growth in PIPS/BASE reading. The target was set by selecting the highest percentage of students achieving at or above expected growth over the 2014-2019 time-period.

**Source:** PIPS/BASE data available through Analytics and Evaluation

**Starting point:** Baseline data of 52% was determined by averaging the percentage of students achieving at or above expected growth in PIPS/BASE reading for the school over 2014-2019.

**Target or measure:** 24% or more students will be achieving high growth in PIPS/BASE reading. The target was set by averaging the percentage of students achieving high growth in the ACT over the 2014-2019 time-period.

**Source:** PIPS/BASE reading data available through Analytics and Evaluation

**Starting Point:** Baseline data of 11% was determined by averaging the percentage of students achieving high growth in PIPS/BASE reading for the school over 2014 -2019.

#### *Perception data*

**Target or measure:** 88% or more staff agree or strongly agree that *Students' learning needs are being met at this school*. The target was set from the average percentage of staff who agree or strongly agree with this item for all ACT P-2 schools over 2017-2020.

**Source:** Annual Student Satisfaction Survey

**Starting Point:** Baseline data of 77% of staff who agree or strongly agree with *Students' learning needs are being met at this school* was determined from the average staff response for this item over 2017-2020.

**Target or measure:** 91% or more of our parents agree or strongly agree that *My child is making good progress at this school*. The target was set from the average percentage of parents who agree or strongly agree with this item for all ACT P-2 schools over 2017-2020.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 82% of parents who agree or strongly agree with *My child is making good progress at this school* was determined from the average parent response for this item over 2017-2020.

#### *School program and process data*

**Target or measure:** Increasing the proportion of students achieving at or above PM Benchmark using ACT Benchmark Guidelines

**Source:** School

**Starting point:** Baseline determined from average school-based running record data over 2017-2020



## Priority 2: Improve growth in numeracy for all learners

The statement below details our vision for how this priority will change the experience of school for our students.

Students will:

- participate in experiences that encourage them to explore and experiment with mathematical ideas as whole class, group, pair and individuals
- engage in interactive number-sense routines that build strong numeracy skills
- make sense of and solve story based problems
- engage with numeracy opportunities and experiences across the learning areas of the Australian Curriculum and linked to EYLF outcomes
- be provided with opportunities for experiential hands-on learning with manipulatives
- engage in play opportunities that are linked to numeracy with an explicit focus on mathematical ideas and language
- have opportunities to show and discuss their thinking as well as their conclusions

### Targets/Measures to be achieved by 2022

#### Student learning data

**Target or measure:** 73% or more students will be achieving at or above expected growth in PIPS/BASE maths. The target was set by selecting the highest percentage of students achieving at or above expected growth over the 2014-2019 time-period.

**Source:** PIPS/BASE maths data available through Analytics and Evaluation

**Starting point:** Baseline data of 65% was determined by averaging the percentage of students achieving at or above expected growth in PIPS/BASE maths for the school over 2014-2019.

**Target or measure:** 29% or more students will be achieving high growth in PIPS/BASE maths. The target was set by averaging the percentage of students achieving high growth in the ACT over the 2014-2019 time-period.

**Source:** PIPS/BASE maths data available through Analytics and Evaluation

**Starting Point:** Baseline data of 14% was determined by averaging the percentage of students achieving high growth in PIPS/BASE maths for the school over 2014-2019.

#### Perception data

**Target or measure:** 97% or more of our staff agree or strongly agree that *Teachers at this school motivate students to learn*. The target was set from the average percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2017 – 2020.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 87% of staff who agree or strongly agree with *Teachers at this school motivate students to learn* was determined from the school responses for this item in 2017-2020.

**Target or measure:** 88% or more of our parents agree or strongly agree that *This school works with me to support my child's learning*. The target was set from the average percentage of parents who agree or strongly agree with this item for all ACT P-2 schools over 2017-2019.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 74% of parents who agree or strongly agree with *This school works with me to support my child's learning* was determined from the average parent response for this item over 2017-2019.

#### *School program and process data*

**Target or measure:** Mathematics (years 1 and 2): percentage of students that achieved at or above achievement standard (C)

**Source:** School

**Starting point:** Baseline data of 84% was set from the average number of students achieving at or above standard over 2018-2020.

### Priority 3: Improve level of positive behaviours and engagement in learning for all students

The statement below details our vision for how this priority will change the experience of school for our students.

Students will:

- experience learning in an environment that places care for them at the centre
- learn in classrooms that are calm, orderly and accessible to all
- be engaged, challenged, and experiencing success in an environment that supports and promotes their academic and social learning as well as wellbeing
- participate in explicit teaching about routines and behaviours that support learning in and across all school environments
- be taught clear expectations
- develop the capacity to engage confidently and take risks with more complex learning and tasks through the development of attitudes and dispositions

#### Targets/Measures to be achieved by 2022

##### *Perception data*

**Target or measure:** 93% or more of our staff agree or strongly agree that *Students at this school are being equipped with the capabilities to learn and live successfully*. The target was set from the average percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2019–2020.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 75% of staff who agree or strongly agree with *Students at this school are being equipped with the capabilities to learn and live successfully* was determined from the school responses for this item in 2019-2020.

**Target or measure:** 91% or more of our staff agree or strongly agree that *Students feel safe at this school*. The target was set from the average percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2017–2020.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 68% of staff who agree or strongly agree with *Students feel safe at this school* was determined from the school responses for this item in 2017-2020.

**Target or measure:** 82% or more of our parents agree or strongly agree that *Student behaviour is well managed at this school*. The target was set from the average percentage of parents who agree or strongly agree with this item for all ACT P-2 schools over 2017-2020.

**Source:** Annual School Satisfaction Survey



**Starting Point:** Baseline data of 66% of parents who agree or strongly agree with *Student behaviour is well managed at this school* was determined from the average parent response for this item over 2017-2020.

## Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

### Principal

Name: R Strangward Robyn Strangward  
Date: 1/4/21

### Director School Improvement

Name: Angela Spence. A.S.  
Date: 27/4/21

### Board Chair

Name: A. Williams Amy Williams  
Date: 1-4-21