

Southern Cross Early Childhood School

Network: Belconnen

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/evidence 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 & 2 (see reporting for detail):

- Support families to improve their understanding of resilience and how to support their children to be resilient
- Continue to focus on our Family School Partnerships and Community Engagement

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 and 2 (see reporting for detail):

- Enhance teacher capacity to effectively teach writing and spelling across the whole school, birth to Year 2
- Continue to develop the capacity to use effective, evidence-based strategies in the teaching of writing and spelling
- Through PLC's, enhance teacher abilities to interpret data and use it to plan in meaningful ways to improve student outcomes in writing and spelling
- Through PLC's build the capacity of teachers to analyse numeracy data and to differentiate through quality early childhood pedagogy
- Monitor consistency of the teaching of numeracy across the school

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 1 & 2 (see reporting for detail):

- Continue to engage all staff in our Cultural Integrity journey
- Through PLC's build the capacity of teachers to analyse numeracy data and to differentiate through quality early childhood pedagogy
- Through PLC's, enhance teacher abilities to interpret data and use it to plan in meaningful ways to improve student outcomes in writing and spelling

Reporting against our priorities

Priority 1: To develop student agency and confidence to improve writing and spelling (in context).

Targets or measures

By the end of 2020 we will achieve:

- An increase in the proportion of children achieving at or above standard in writing (C and above)
- An increase in the proportion of children achieving to be above standard in writing (A and B)

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

<ul style="list-style-type: none"> • Increasing the proportion of students achieving at or above standard in writing by 6%. (C and above) • Increasing the proportion of students achieving to be above standard in writing by 10% (A and B) 											
	2018 Baseline	2019 Year 1		2020 Year 2		2021 Year 3		2022 Year 4		2023 Year 5	
		C and above	A and B	C and above	A and B						
Kindy				69.2							
Year 1	Not measured	55.5%	13.3%	41.6%	2.7%						
Year 2	Not measured	76.6%	20%	54.2%	16.2%						
Total		64%	16%	47.9%	9.6%						

Perception Data

Targets or Measures	2018 Baseline	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
Measure the perception of students in understanding what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve.	Not measured	Survey not implemented.	n/a	n/a		
Measure parent satisfaction of students understanding of what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve by 5%.	Not measured	Survey piloted in 'Getting to know you interviews'.	n/a	n/a		
Measure teaching staff confidence levels in teaching writing and spelling and how well supported they feel to teach writing and spelling as expected.	Not measured	Survey not implemented.	n/a	n/a		

School program and process data

Targets or Measures	2018 Baseline	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
By 2023, we will have an agreed and implemented set of principles which guide curriculum planning for writing and spelling.	Shared belief document completed	Shared beliefs documents revisited and updated.	Collated reflections of the Guiding Principles of an Effective Writing Classroom to show what teachers were currently doing in their classroom and which areas they needed to work on.			
Consistency in pedagogical practice in the teaching of writing and spelling. Source: Observations (Learning Walk and Talks and Immersion visits) and school based Teacher survey	Learning Walk and Talk evaluation and Teacher Survey development in Progress		In 2020 there was no way to measure this target.			
Evidence of long-term team planning aligned to a developed scope and sequence for spelling and writing.	Scope and Sequence under development	Phonological Awareness and Spelling scope and sequence completed.	Phonological Awareness and Spelling scope and sequence used in teaching practice but to be revised in 2021.			

What this evidence tells us

- Professional learning early in 2020 occurred, however due to disruptions it did not result in continued focus across the school.
- In 2020 the school recorded a grade in writing for Year 1 and 2 children separately from the overall English grade. Kindergarten writing grades were also recorded and collated as learning evidence. Evidence allows us now to track students in year groups as they move through the school.
- In 2020, Kindergarten children achieving at or above standard in writing was 69.2%. Year 1 children achieving at or above standard in writing was 41.6% and Year 2 achieving at or above standard in writing was 54.2%.
- In 2020, there has been a slight increase in the number of students who achieved an A or B grade for writing when comparing the same cohort of students.

Our achievements for this priority

- Southern Cross staff engaged in PL on Writing with Catherine Nash in week 0. The leadership team attended the first ACT Directorate Writing Inquiry and continued the focus through an online platform.
- Shared literacy beliefs, including writing, were developed in collaboration with the whole staff. This ensured consistent language across the school and classes.
- Collated reflections of the Guiding Principles of an Effective Writing Classroom to show what teachers were currently doing in their classroom and which areas they needed to work on.
- In semester 2, kindergarten and year 1/2 teams analysed writing samples and identified the skills/strategies children needed to focus on to improve the effectiveness of their writing. Continued moderation occurred to support teachers to meet the needs of all learners.
- A comprehensive data tracker was created to support the collation of information and to support identification of required learning needs. A review of the data collection, collation and analysis is scheduled for 2021.
- To ensure continuity of learning for children across Southern Cross, birth-8 years, Anglicare engaged in professional learning with Christine Topfer on the 10 Essential Instructional Practices in Early Literacy (birth to 3years and pre-kindergarten - 3, 4 and 5 years).

Consistent implementation of the teaching of writing and spelling across the school

- All staff engaged in PL on Writing with Catherine Nash in week 0. The leadership team attended the first ACT Directorate Writing Inquiry session.
- All new staff have attended the Essential Instructional Practices in Literacy PL with Christine Topfer.
- Most staff attended online PL with Christine Topfer that focused on morphology and spelling.
- Southern Cross have completed a scope and sequence for teaching spelling and phonological awareness. This is used by teachers across the school to support consistency of practice.
- Work has begun on moving the Phonological Scope and Sequence to include spelling.
- The leadership continued deep learning in the 10 Essential Instructional Practices in Literacy through Google Classrooms that School Improvement provided online.

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- Collated reflections of the Guiding Principles of an Effective Writing Classroom to show what teachers were currently doing in their classroom and which areas they needed to work on.
- In semester 2, kindergarten and year 1/2 teams analysed writing samples and identified the skills/strategies children needed to focus on to improve the effectiveness of their writing. Continued moderation occurred to support teachers to meet the needs of all learners.

Centralisation of data and improved teacher efficacy in using data for programming and planning

- A comprehensive data tracker was created to support the collation of information and to support identification of required learning needs. A review of the data collection, collation and analysis is scheduled for 2021.
- Staff are updating the data as required.
- Teams have discussed data in term 1, 3 and 4 as part of their PLCs.

Challenges we will address in our next Action Plan

- Continue to build consistency of practice through a shared understanding of the Guiding Principles for Effective Writing and The Workshop Model that is driven by the 10 Essential Instructional Practices in Literacy.

Action: Provide Whole School professional learning (including our Anglicare component) in quality literacy practices that focus on effective reading and writing practices.

Action: Schedule regular Learning Walk and Talks that occur across the whole school, including Anglicare, and engage in analysis of the data gathered to inform next steps.

Action: Consider the reading-writing connection and include professional learning and PLC discussions that support the reading and writing skills of our learners to ensure the connection between the two learning areas is uplifted.

- The Executive Team have identified that the disruption of 2020 impacted the focus on teaching and learning and our capacity to undertake Learning Walk and Talks.

Action: Ensure the focus on teaching and learning is consistent in 2020 and schedule time for Learning Walks in each term. Regardless of staff absences, Learning Walks will go ahead

- The Leadership Team have identified that PLCs need a rigorous focus on learning evidence using disciplined dialogue questions to ensure we are meeting the learning needs of all children.

Action: Kindergarten and year 1/2 PLC meetings will be run separately. The structure of the PLC meetings will be revised. Leadership team meetings will be focused on reflecting and planning for PLC meetings.

- The Executive Team have identified that we need to gather perception data from teachers and children to gain a deeper understanding of how they see themselves as teachers of writers and how they see themselves as writers.

Action: Leadership team to consider how the collection of perception data will occur in 2021 and what perception data will provide information relevant to achieving our priorities and goals.

*As a result of the gathered evidence, Southern Cross Early Childhood School will revise the targets and measures to ensure impact is able to be measured in the collated evidence. It is our intention to redefine the targets and measures that will be shared with the School Board and the community early in 2021.

Priority 2: To develop student agency and confidence to improve numeracy and understanding of the language of mathematics.

Targets or measures

By the end of 2020 we will achieve:

- An increase in the proportion of children achieving at or above expected growth in numeracy in PIPS
- An increase in the proportion of children achieving at or above standard in numeracy (C and above)
- An increase in the proportion of children achieving above standard in numeracy (A and B)

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
By 2023, 72% of students will be achieving at or above expected growth in PIPS/BASE numeracy.	66%	66.7%	This data has not been provided yet.			

Student learning data

<ul style="list-style-type: none"> • Increasing the proportion of students achieving at or above standard in numeracy (C and above) by 8%. • Increasing the proportion of students achieving to be above standard in numeracy (A and B). 												
	2018 Baseline		2019 Year 1		2020 Year 2		2021 Year 3		2022 Year 4		2023 Year 5	
	C and above	A and B	C and above	A and B	C and above	A and B	C and above	A and B	C and above	A and B	C and above	A and B
Kindy					67.3%							
Year 1	Not measured		75.7%	26.6%	72.2%	11.1%						
Year 2	Not measured		90%	46.6%	83.7%	21.6%						
Total	77%	39%	81.3%	34.6%	78.1%	16.4%						

Perception Data

Targets or Measures	2018 Baseline	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
Teacher satisfaction with our Effective Target Setting Guide (to be developed 2019)	n/a	n/a	n/a			

School program and process data

Targets or Measures	2018 Baseline	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
By 2023, we will have an agreed and implemented set of beliefs which guide curriculum planning for numeracy.	Shared belief document completed	n/a	Consistent use of beliefs used throughout classrooms			
Consistency in pedagogical practice with a particular focus on mathematical language and problem solving.	Mathematical Vocabulary documents for P-2 developed	n/a	Inconsistent use of vocab docs used in teaching			

What this evidence tells us

- We are unable to compare PIPS/BASE numeracy data at this present point in time.
- There has been an increase of 8% of students performing at or above standard for numeracy when tracking a cohort of students from 2019 to 2020.
- Numeracy data/evidence from the past 5 years tells us we are tracking consistently in this area.
- Continued focus on the language of numeracy concepts is needed to strengthen vocabulary in this area.
- We are continuing to build consistency through agreed beliefs and building a shared understanding of mathematical vocabulary.

Our achievements for this priority

Consistency of teaching practice across the school in mathematics

- Documentation (shared beliefs and vocabulary documents) have been reviewed and refined as teachers have used the documentation to support the teaching of numeracy/mathematics. This also ensures that implementation is consistent across the school.
- The Shared Beliefs document was implemented by the teaching team and reviewed with the Numeracy Coordinator and Leadership throughout the year.
- Numeracy vocabulary documents have been used by teachers and teaching teams. Continued discussion of this resource has occurred in PLC meetings.
- Numeracy 'take home bags' have provided to families within preschool. The school purchased additional 'take home bags' to support interest in this area.

Centralisation of data and improved teacher efficacy in using data for programming and planning

- Whole School Data Plan has been implemented in 2020 and relevant data/student learning evidence has been collected, collated, and analysed by teachers in semester 2.

Increased analysis of student learning in maths to inform teaching and learning process.

- Staff have updated the data as required and have used this learning evidence to determine 'next steps' for students.
- Teams have discussed data regularly in semester 2 2020. Teachers have supported one another to improve teaching practice in this area.

Challenges we will address in our next Action Plan

- Continue to build consistency of practice in numeracy through shared beliefs and vocabulary documents.

Action: Ensure staff are using the shared beliefs and vocabulary documents in PLCs to inform planning, teaching and assessment. Use student learning evidence as the focus for data discussions that will inform each learner's next steps.

- The Leadership Team have identified that the disruption of 2020 impacted the focus on teaching and learning and our capacity to undertake Learning Walk and Talks.

Action: Ensure the focus on teaching and learning is consistent in 2020 and schedule time for Learning Walks in each term. Regardless of staff absences, Learning Walks will go ahead.

- Following the disruption of 2020, the Leadership team have identified the importance of ensuring each teacher identifies and understands where each child is in their learning and provide additional support where needed to ensure each child reaches their full potential.

Action: PLC meetings will have a strong focus on analysing student learning evidence. Discussions will centre around where students are in their learning and how teachers can support learning to ensure positive learning outcomes.

- The Leadership Team have identified that PLCs need a rigorous focus on learning evidence using disciplined dialogue questions to ensure we are meeting the learning needs of all children.

Action: Kindergarten and year 1/2 PLC meetings will be run separately. The structure of the PLC meetings will be revised. Leadership team meetings will be focused on reflecting and planning for PLC meetings.

- The Executive Team have identified that we need to gather perception data from teachers and children to gain a deeper understanding of the consistency of practice and consistent use of vocabulary documents.

Action: Leadership team to consider how the collection of perception data will occur in 2021 and what perception data will provide information relevant to achieving our priorities and goals.

*As a result of the gathered evidence, Southern Cross Early Childhood School will revise the targets and measures to ensure impact is able to be measured in the collated evidence. It is our intention to redefine the targets and measures that will be shared with the School Board and the community early in 2021.

Other achievements at the school for noting

- Strong partnerships with West Belconnen Child and Family Centre and Belconnen Community Services were maintained through the Community Coordinator. The Community Coordinator maintained strong connections with families in our community. This was particularly important in 2020 so we could support our families through the challenging year.

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.

Key Improvement: The leadership team ensure that relief staff are aware of the needs of the preschool children.

- A relief folder for each preschool class has been developed and includes medical information, risk minimisation and communication plans, evacuation points, court orders if relevant and ways to support children with additional needs.
- Each relief staff member is shown the relief folder and key information is shared with them.

Key improvement: To ensure children's voice is included into the program, with focus on the physically active aspects of the program.

- Children are consulted at the end of the preschool week to seek their input into the program. Ideas are recorded and added to the following cycle of planning.
- We are continuing to support children to understand the importance of the outside learning as equal to their inside learning.
- Preschool classes are regularly accessing the K-2 outdoor learning environment, which includes the Balance Challenge Circuit, Forest Treehouse and the newly completed Oasis.

Key Improvement: The preschool team are encouraged to continue reflection in relation to the ways we celebrate diversity.

- Families were asked at the start of the year for a family photograph and information about their family to be shared with the class and then displayed within the preschool room.
- Educators are incorporating Aboriginal and Torres Strait Islander perspectives into most aspect of the preschool program.
- Educators are celebrating and sharing diversity with the children through the SEL (Social Emotional Learning) program, intentional teaching episodes, literature and hands-on experiences.

Key Improvement: That the cycle of planning implemented includes aspects of The Arts and the Early Years Learning Framework Outcome 5: Children are effective Communicators. This focus will be transparent to families through the program and evidence which is collected.

- The planning cycle documents the ways The Arts are incorporated into the daily program.
- Links to The Arts is visible on the term overview and within the educators programs, including in Investigations and explicit teaching episodes.
- Seesaw posts and portfolio reflections share aspects of The Arts, such as music, dance, drama and visual arts.

Key Improvement: Regular feedback of teaching practice will be incorporated into the executive teams Learning Walk and Talks Framework.

- Executive members planned Learning Walk and Talks with preschool teaching staff.

- During 2019 all preschool educators have been observed and provided feedback from another educator on aspects of the 10Essential Literacy Practices.
- During 2019 all preschool educators have observed other educators within the school, P-2.
- At times, the Learning Walk and Talks were problematic, especially during winter months as there was a high number of teacher absenteeism. A lack of relief staff therefore made getting educators off class difficult.

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