

Lyons Early Childhood School

Network: South Canberra/ Weston

Impact Report 2021

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.

In 2019 the school sought to sharpen the School Improvement approach through a Next Steps Analysis. Following an immersion in the school by an independent review team, a series of recommendations were identified for implementation from 2020. Due to the significant disruptive events of 2020 the implementation of these recommendations was interrupted. Where this has occurred, and no data was collected, an N/A entry has been used.

During 2020 a further refinement of the School improvement Plan occurred, and the updated priorities, targets and measures are now being reported from 2020 to 2022.

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 2021 our school supported this Strategic Indicator through Priorities 1 and 2

- Embedded consistent literacy contexts across school including reading and writing workshops to support all learners
- Systematic curriculum delivery plan published on LECS Switchboard and implemented across the school to support the learning needs of all students
- Staff and physical resources allocated to students with greatest needs to support achievement equity

Education Directorate Strategic Indicator 2018-2021

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

2021 our school supported this Strategic Indicator through Priorities 1 and 2

- Participation in Education Directorate's Finding the Balance Numeracy Project
- Development of digital whole school tracking of numeracy data
- Improvement in literacy achievement with key strategies to build teacher capacity

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

In 2021 our school supported this Strategic Indicator through Priority 3

- Positive Behaviours for Learning Team developed non-classroom matrix
- Professional learning on Team Teach and Protective Behaviours

Reporting against our priorities

Priority 1: Improve growth in reading for all learners

Targets or measures

By the end of 2022 we will achieve:

- 73% or more students will be achieving at or above expected growth in PIPS/BASE reading.
- 24% or more students will be achieving high growth in PIPS/BASE reading.
- 88% or more staff agree or strongly agree that Students learning needs are being met at this school.
- 91% or more of our parents agree or strongly agree that My child is making good progress at this school.

In 2021 we implemented this priority through the following strategies.

- Building a culture of ongoing professional learning, coaching and mentoring of all teachers
- Analysis and discussion of data
- Differentiated learning and teaching
- Strengthening high expectations of all students

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. 2020 PIPS/BASE data is not available.

Student learning data

Targets or Measures	Base	2020	2021	2022
Students achieving at or above expected growth in PIPS/BASE reading	52%	NA		
Students achieving high growth in PIPS/BASE reading	11%	NA		

Perception Data

Targets or Measures	Base	2020	2021	2022
Staff agree or strongly agree that 'Students learning needs are being met at this school'	77%	91%		
Parents agree or strongly agree that 'My child is making good progress at this school'.	82%	96%		

School program and process data

Targets or Measures	Base	2020	2021	2022
Increase the percentage of students achieving at or above PM Benchmark using ACT Benchmark Guidelines	65%	77%	71%	

What this evidence tells us

71% of students were at or above reading benchmark across the school.
94% of year students were at or above benchmark. 76% of year 1 students were at or above benchmark. 52% of kindergarten students reached benchmark.
Of kindergarten students who did not reach benchmark, 6 students (20% of cohort) were within one PM level of benchmark.
Progress for kindergarten students was likely impacted by teacher change and significant absence.
Students in years 1 and 2 have made significant growth from their kindergarten year to generally be performing well above benchmark.
This evidence tells us that there is a need to ensure consistency of evidence-based literacy approaches in all classrooms and differentiation, as well as response to intervention.

Our achievements for this priority

- Embedding assessment and tracking processes across the school on the LECS Switchboard
- K-2 teachers were coached and mentored during reading and writing workshops
- Professional learning on the LECS Writing Guide
- Moderation of writing with colleagues from O'Connor Cooperative School in year level groups
- Staff participated in environmental walks within teams to provide feedback on literacy walls that teach
- One staff member trained in MiniLit Sage ready for 2022 implementation.

Challenges we will address in our next Action Plan

- Examine ways to increase Response to Intervention model (with increased funding due to enrolment growth)
- Literacy goal setting introduced for K-2 students
- Explore classroom teaching models that support differentiated reading and writing
- Continuing to supply high quality literature resources that specifically support a differentiated teaching model
- Ensuring that writing achievement is commensurate with reading achievement
- Focus on developing greater consistency of literacy practices within and across all classrooms
- Learning Walks and Talks to further professional growth

Priority 2: Improve growth in numeracy for all learners

Targets or measures

By the end of 2022 we will achieve:

- 73% or more students will be achieving at or above expected growth in PIPS/BASE maths
- 29% or more students will be achieving high growth in PIPS/BASE maths
- 97% or more of our staff agree or strongly agree that *Teachers at this school motivate students to learn*
- 88% or more of our parents agree or strongly agree that *This school works with me to support my child's learning*
- 84% or more of our students will be achieving at or above the achievement standard in mathematics

In 2021 we implemented this priority through the following strategies.

- Implemented a whole school, consistent approach to the teaching of mathematics
- Numeracy assessments digitised and linked to our assessment database

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	2020	2021	2022
Students achieving at or above expected growth in PIPS/BASE reading	73%	NA	NA	
Students achieving high growth in PIPS/BASE reading	29%	NA	NA	

Perception Data

Targets or Measures	Base	2020	2021	2022
Staff agree or strongly agree that 'Teachers at this school motivate students to learn.'	87%	100%	NA	
Parents agree or strongly agree that 'This school works with me to support my child's learning.'	74%	84%	NA	

School program and process data

Targets or Measures	Base	2020	2021	2022
Mathematics (years 1 and 2): percentage of students that achieved at or above achievement standard (C)	83%	93%	95%	

What this evidence tells us

- There has been an increase in the percentage of students achieving or exceeding the achievement standard.

Our achievements for this priority

- Budget focused on building numeracy resources for individual classrooms directly linked to our numeracy learning and teaching program
- Three staff members participated in the Education Directorate's Finding the Balance Numeracy Project
- Professional learning sessions focused on mathematics inquiry were facilitated by Bruce Ferrington
- Teachers were supported through coaching and mentoring
- K-2 numeracy interview system was designed and digitised
- Consistent moderation practices resulted in improved accuracy of reporting
- ELSA Program introduced in all preschool classrooms

Challenges we will address in our next Action Plan

- Build staff capacity to set individual learning goals and provide students with effective feedback in numeracy
- PLC s to focus on numeracy data and inquiry
- Extend home school communication around how families can support their child's numeracy development
- Embed K-2 numeracy interviews to ensure consistency of data collection and moderation
- Embed Mathology units of work that support inquiry mathematics through storytelling and real-world links
- Introduce PAT Maths for year 1 and 2 students

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

Targets or measures

By the end of 2022 we will achieve:

- 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*
- 91% or more of our staff agree or strongly agree that *Students feel safe at this school*
- 82% or more of our parents agree or strongly agree that *Student behaviour is well managed at this school*

In 2021 we implemented this priority through the following strategies.

- Development of consistent expectations in all non-classroom areas through PBL behaviour matrix
- Supporting families through home learning

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.

Perception Data

Targets or Measures	Base	2020	2021	2022
Staff agree or strongly agree that 'Students at this school are being equipped with the capabilities to learn and live successfully.'	75%	100%	NA	
Staff agree or strongly agree that 'Students feel safe at this school.'	68%	100%	NA	
Parents agree or strongly agree that 'Student behaviour is well managed at this school.'	66%	92%	NA	

What this evidence tells us

Our achievements for this priority

- PBL Team led the development of all settings matrix
- Introduced Aussie of the Month awards
- Embedded achievement awards for students
- Supported vulnerable families to engage during home learning through regular check ins and technology supports

- Playground improvements including street art and furnishings has supported and facilitated greater engagement in outdoor learning
- Completed upgrades of classroom refurbishing

Challenges we will address in our next Action Plan

Briefly describe actions for 2022

- Engage marketing team to develop mascot and support PBL implementation to continue next phase
- Continue focus on developing engaging environments through site improvements
- Engage students in decision making about playground environment and resources
- Examine ways to support student engagement in line with staffing increased enrolments
- Develop schoolwide pedagogy framework that includes high impact strategies
- Embed shared understanding and practices of SEED time across the school
- All teaching staff will complete Peaceful Kids training to support students and own wellbeing

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 report progress and achievements either within their QIP or in the section below.

Progress and achievements reported in our Quality Improvement Plan

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