Lyons Early Childhood School

Network: South Canberra/ Weston

Impact Report 2023

The purpose of this document

This document flows directly from our Action Plan for 2023 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to:

- the impact on learning and perception (bigger data)
- effectiveness of strategies and actions, as well as quality of implementation
- efficacy of measure, suitability of targets.

Alignment with the *Future of Education* and *Set up for Success* Strategies

Set up for Success and *Future of Education Strategies*

Foundation: A fair start for every child, Students at the centre

In 2023 our school supported this foundation through – Priority 1 to increase student agency by:

- developing children's knowledge, skills and dispositions to engage in learning.

Foundation: Working together for children, Systems supporting learning

In 2023 our school supported this foundation through – Priority 2- Improve learning outcomes in numeracy by:

- developing integrated cyclical systems of teaching, assessing, analysing through whole school digital tools on LECS Switchboard.

Reporting against our priorities

Priority 1: Increase student agency

Targets or measures

By the end of 2027 we will achieve:

- Personal and Social Capabilities: increase in students consistently demonstrating one or more capability/habits or a particular capability/habit.
- Increase the percentage of students demonstrating the ability to generate ideas, possibilities and actions.
- Improve the percentage of students who agree strongly with the statements:
  - *I make decisions about what I learn at school*

- *I set learning goals with my teacher*
- *Inquisitive: I think I can learn most things if I try*
- *Adventurous: I'm willing to have a go at something new*
- *Imaginative: My brain comes up with lots of creative ideas*
- *Crafting: I enjoy working on improving what I've done*
- *Collaboration: I enjoy learning new things with other people*]

- Increase the frequency teachers plan for and explicitly teach about learning dispositions throughout their learning and teaching programs.
  - Inquisitive: I foster a questioning and wondering classroom
  - Adventurous: My students are encouraged to take learning risks and 'have a go' when facing new challenges
  - Imaginative: I provide opportunities for students to explore creative ideas and possibilities
  - Crafting: Students have opportunities to improve student work and develop skills through feedback and questioning
  - Collaboration: Students in my class articulate their thoughts and discuss ideas with peers, staff and parent/carers.

In 2023 we implemented this priority through the following strategies.

- Embed learning dispositions of inquisitive, adventurous, imaginative, crafting, collaboration.

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 2023**	**Year 1 2024**	**Year 2 2025**
Personal and Social Capabilities: increase in students consistently demonstrating one or more capability/habits or a particular capability/habit. (End of semester school reports)			
Works towards learning goals	79%		
Works independently and shows initiative	70%		
Collaborates with peers	83%		

Targets or Measures	**BASE 2023**	**Year 1 2024**	**Year 2 2025**
Increase the percentage of students demonstrating the ability to generate ideas, possibilities and actions. (Classroom based assessment- teacher observational data observed during SEED sessions). Baseline to be determined in 2023.	82%		

Perception data

Targets or Measures	BASE 2023	Year 1 2024	Year 2 2025
Improve the percentage of students who agree with the statements: School based Year 1 and 2 Student Survey – Baseline to be determined in 2023			
I make decisions about what I learn at school	82%		
I set learning goals with my teacher	73%		
Inquisitive: I think I can learn most things if I try	94%		
Adventurous: I'm willing to have a go at something new	94%		
Imaginative: My brain comes up with lots of creative ideas	86%		
Crafting: I enjoy working on improving what I've done	86%		
Collaboration: I enjoy learning new things with other people	84 %		

Targets or Measures	BASE 2023	Year 1 2024	Year 2 2025
Increase the frequency teachers plan for and explicitly teach about learning dispositions throughout their learning and teaching programs. School based Staff Survey –			
Inquisitive: I foster a questioning and wondering classroom	65%		
Adventurous: My students are encouraged to take learning risks and 'have a go' when facing new challenges	70%		
Imaginative: I provide opportunities for students to explore creative ideas and possibilities	65%		
Crafting: Students have opportunities to improve student work and develop skills through feedback and questioning	60%		
Collaboration: Students in my class articulate their thoughts and discuss ideas with peers, staff and parent/carers.	85%		

What this evidence tells us

Baselines for all targets and measures were set during 2023.Student learning data relating to generating ideas, possibilities and actions was measured using Australian Curriculum V 9 General Capability of Critical and Creative Thinking- sub element Generating. The overall percentage of 82% reflected teachers' observation of critical and creative thinking applied by their students during SEED and self-directed play learning. Data relating to the learning areas of Science and Technology; HASS and The Arts; was also collected and compared.

This evidence tells us that students are currently provided with opportunity to demonstrate critical and creative thinking elements during SEED sessions. Data for current science and technology

learning shows that by the end of a two-year cycle, year 2 students are demonstrating high levels of critical and creative thinking.

Student perception data indicates that students are confident about learning new things and attempting new challenges. 73% of students agreed that they set learning goals with their teacher. Setting goals with students will be a focus of our next Action Plan.

Whole staff professional learning and exploration of the five chosen learning dispositions has commenced in term 4, 2023. Data was collected from each classroom teacher, as well as specialist teachers from P to 2. Teacher responses gauged the frequency with which they plan for as well as explicitly teach each disposition. This baseline data reflects current practice prior to Term 4. Explicit planning and teaching of collaborative skills were ranked highly and strongly aligned with student perception data.

Data, however, demonstrates a future opportunity to strengthen explicit planning and teaching of all dispositions. Therefore our 2023 Action Plan strategy to embed the learning dispositions will remain the same in 2024. Digital tools developed in 2023 will support consistency of data collection in future years. These can be located on the LECS Switchboard's Surveys link.

Our achievements for this priority

- **Develop staff capacity to support student agency and wellbeing through professional learning**
  - All teachers, community coordinator, school psychologist participated in 9-week Circles of Security (COS) in the Classroom training, delivered by Marymead senior psychologist Dr Angelique Gross. The focus of the program was on developing strong and secure attachments that will support the development of student agency going forward.
  - PBL training has resulted in schoolwide common language and COS training has strengthened staff to have common responses to students.

- **Establishment of Makerspace Room to enhance student agency**
  - Makerspace and Loose Parts planning documentation, teaching strategies and classroom practices demonstrate critical and creative thinking skills and agency dispositions as the framework for learning experiences for K- 2 students.

- **Embedding of SEED across the school**
  - Student agency, choice and voice is embedded as an integral part of learning at LECS during SEED time. This occurs in all classrooms at least three times per week.

Challenges we will address in our next Action Plan

- Embed the setting of literacy and numeracy learning goals K-2
- Strengthen the explicit planning for and teaching of the five learning dispositions across learning areas
- Increase opportunity for children to work independently and show initiative during SEED sessions and inquiry units

Priority 2: Improve learning outcomes in numeracy.

Targets or measures

By the end of 2027 we will achieve:

- Maintain the percentage of kindergarten students achieving *expected* or *high growth* in mathematics in BASE at or above 90%.
- Increase the percentage of year 2 students at or above Scale Score 95 in the PAT Maths Test 4th Edition Test 2.
- Improve the percentage of students who agree with the statements:
  - I am good at maths.
  - I like maths.
  - There are several ways to work out a maths problem.
  - Maths is important.
  - Maths is fun.
- Increase the average proficiency level of staff to establish challenging learning goals using school-based classroom observations based on the Classroom Practice Continuum of the AITSL standard (1 = Beginning, 2 = Proficient, 3 = Highly accomplished, 4 = Lead).

In 2023 we implemented this priority through the following strategies.

- Develop student conceptual understanding of part-part-whole. (Years 1 and 2)
- Expand students' mathematical vocabulary

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 2023**	**Year 1 2024**	**Year 2 2025**
Increase the percentage of kindergarten students achieving expected or high growth in mathematics in BASE to XX% (Baseline to be determined in 2023)	95%		
Increase the percentage of year 2 students at or above Scale Score 95 in the PAT Maths Test 4th Edition Test 2.	95%		

Perception data

Targets or Measures	**Base 2023**	**Year 1 2024**	**Year 2 2025**
Improve the percentage of students who agree with the statements: School based student survey – Baseline to be determined in 2023.			
I am good at maths	95%		
I like maths	90%		
There are several ways to work out a maths problem	83%		
Maths is important	95%		

Maths is fun	88%		

School program and process data

Targets or Measures	Base 2023	Year 1 2024	Year 2 2025
Increase the average proficiency level of staff to establish challenging learning goals using school-based classroom observations based on the Classroom Practice Continuum of the AITSL standard (1 = Beginning, 2 = Proficient, 3 = Highly accomplished, 4 = Lead). AITSL standard – Baseline to be determined in 2023.	80%		

What this evidence tells us

Baselines for targets and measures were set during 2023. Student learning data indicates that our 2023 year 2 cohort have achieved above national norms in PAT Maths.

Student perception data was administered using the Qualtrics tool, developed with assistance from the School Improvement Team. Data shows high levels of student confidence and engagement in mathematics. While still high, the lowest scoring descriptor, *There are several ways to work out a maths problem*, demonstrates an opportunity to further the explicit teaching of problem solving strategies and multiple ways of thinking mathematically.

During learning walks and talks and teacher observation, teachers were observed selecting and using relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking when teaching mathematics. Opportunities to model and set challenging learning goals, particularly for high achieving students, is an area for future teacher capacity building.

Our achievements for this priority

- **Significant investment in teacher professional learning with Dr Paul Swan and Narelle Rice**
  Teachers and the leadership team
- **Development of student conceptual understanding of part-part whole**
  The Bond Blocks Core Kit Program has been embedded across all year 1/2 programs from terms 1-4. This forms part of our school approach to teaching addition and subtraction, including word problems and related algebraic thinking. Part-part-whole concepts are explicitly taught. Impact of program has been demonstrated through student data, showing 15% growth in mental recall results from the beginning to end of 2023. Notably, most significant growth has been with our lowest achieving students, who are supported by the concrete nature of the program.
- **The school mathematics map has been redesigned to include both Bond Blocks and units of work based on The Australian Curriculum**
  This body of work has been completed for years 1 and 2. The Bond Blocks kindergarten program is in the design phase and our school mathematics map will be updated in 2024 to reflect implementation.
- **Preschool staff have explicitly planned for numeracy learning experiences including the use of the Bond Block resource and provocations to facilitate play based numeracy experiences.**

- **Significant increase in students achieving above AC standards in mathematics**
  In 2022, before implementation of Bond Blocks, our year 1 cohort end of year grades showed 29% achieving above standard, 54 % at standard and 17% below standard. The same cohort in 2023, after implementation of Bond Blocks, achieved 45% above, 50% at standard and 5 % below.

Challenges we will address in our next Action Plan

- Continued investment in teacher professional development with Dr Paul Swan and Narelle Rice
- Development of student conceptual understanding of part-part-whole for year 1 and 2 students
- Continue to establish an agreed mathematical vocabulary across all classes