

# Isabella Plains Early Childhood School

Network: Tuggeranong

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## Impact Report 2020

### The purpose of this document

This document flows directly from our Action Plan for 2019 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.

Please note, due to the events of 2020 the data collection cycles of some measures were interrupted. Where this has occurred an N/A or 0 (zero) 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 2 (see reporting for detail):

- Commenced implementation of PBL.

#### 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 (see reporting for detail):

- Participated in the Directorate's Early Years Literacy project and embedded core elements of this in our classroom practice.
- Continue to develop the capacity to use effective, evidence-based strategies in the teaching of English.

#### 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 X (see reporting for detail):

- Enhanced our PLC structure and built teacher capacity in data analysis to inform planning and targeted teaching to strengthen outcomes for all students.

## Reporting against our priorities

### Priority 1: Maximise growth in learning for all children

#### Targets or measures

By the end of 2022:

- All children will achieve a minimum of one band of growth in the *Creola and Devine Oral Language Assessment* at the end of their preschool year. Aspirationally they will all finish preschool in the top band.
- All children K-2 will achieve the ACT ED Benchmark in Reading for their year level. Aspirationally, all children will exceed the benchmark.
- All children K-2 will demonstrate growth in reading at a consistent rate with feeder schools (Bonython, Richardson, Monash). Aspirationally, we would like to see all our graduates achieve a higher rate of growth.
- All children will achieve the grade level outcomes of the Writing Assessment Tool. Aspirationally, 20% of children will achieve above the expected grade level outcomes.
- All children will retain the same grade year to year in English. Aspirationally, we would like 20% of our students transitioning to higher grades.
- All children will retain the same grade year to year in Mathematics. Aspirationally, we would like 20% of our students transitioning to higher grades.

In 2020 we implemented this priority through the following strategies.

- Development of English curriculum plan
- Embedding assessment tracking and processes across the school
- Implementation of PRIDE reading across K-2 learning spaces
- Regular 'learning walk and talks' undertaken with feedback provided and electronically tracked through a school wide form
- Assessment database has been updated

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
Creola and Devine Oral Language Assessment – percentage of children achieving one year of growth	NA	65%	58%	54%		
Reading benchmarks – percentage of K-2 children at or above reading benchmark	NA	89%	64%	70%		
All children will achieve the grade level outcomes of the Writing Assessment Tool.	NA	NA	K: 46% 1: 55% 2: 55%	NA		
Percentage of year 1 children who achieved a C grade or higher in English*	80%	60%	76%	86%		

Percentage of year 2 children who achieved a C grade or higher in English*	88%	69%	83%	85%		
Percentage of year 1 children who achieved a C grade or higher in Mathematics*	73%	85%	86%	100%		
Percentage of year 2 children who achieved a C grade or higher in Mathematics*	73%	100%	91%	100%		
Percentage of kindergarten children achieving average or better growth in PIPS reading**	75%	69%	61%	N/A		
Percentage of kindergarten children achieving average or better growth in PIPS numeracy**	68%	65%	72%	N/A		

- \* Targets have been adjusted to allow for simplified reporting
- \*\* Additional target added to 2019 Action Plan

#### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Increase the proportion of staff who indicate that they strongly agree/agree that "Staff get quality feedback on their performance" from 84% in 2018 to 95% in 2019.	88%	84%	55%	81%		
Increase the proportion of parents/carers who indicate that they strongly agree/agree that "Parents/carers get information from this school on how to support their children to improve their learning" from 90% in 2018 to 95% in 2019	91%	91%	86%	84%		
Increase the proportion of parents who strongly agree/agree that "Children's learning need are being met at this school" from 85 in 2018 to 90% in 2019	85%	85%	88%	90%		
Increase the proportion of parents/carers who strongly agree/agree that "Community partnerships are valued and maintained" from 92% in 2018 to 95% in 2019	89%	92%	85%	87%		

#### School program and process data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Learning walk and talks (staff confidence interval)	1.8	NA	2.4	NA		
Spirals of inquiry (staff confidence interval)	1.5	NA	1.9	NA		
Data analysis (staff confidence interval)	2.3	NA	2.6	NA		

## What this evidence tells us

- During 2020 there has been an increase in the percentage of children achieving at or above C grade in English although this was only a 2% rise for children in year 2
- 100% of year 1 and year 2 children achieved a C grade or above in Mathematics.
- There has been significant growth (26%) in the percentage of teachers who feel they receive quality feedback
- Program and process data sets were unable to be reported on due to the disruption of the year due to Covid this measure will be reintroduced and reported on in 2021.
- There has been a 2% decrease in the number of parents/carers who believe they get information from this school on how to support their children to improve their learning. This area was addressed in term 4 through a parent workshop and will be a priority for 2021.
- The data reflects a 6% rise in the number of K-2 children who have achieved benchmark in reading.

## Our achievements for this priority

- Development of English curriculum plan.
- Embedding assessment tracking and processes across the school.
- Implementation of PRIDE reading across K-2 learning spaces.
- Regular 'learning walk and talks' undertaken with feedback provided and electronically tracked through a school system.
- Assessment database has been updated.

## Challenges we will address in our next Action Plan

- Continued focus on reading in 2021 to continue to build the percentage of children achieving C grade or above and to increase the overall percentage of children who reach benchmark.
- Ensure school program and process data is a priority in 2021.
- Continue to refine staff feedback processes to ensure they are effectively embedded across the school.
- Refine data tracking tools across the school.

**Priority 2: Maximise growth for all students in learning assets, skills and dispositions required for 21st century global citizens**

**Targets or measures**

By the end of 2022 we will achieve:

- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in their previous school report in recognising and expressing emotions appropriately.
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating resilience appropriately.
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in demonstrating respect for others appropriately.
- Year to year, all children will retain or aspirationally exceed the level of competence as denoted in the school report in negotiating and resolving conflict appropriately.
- There will be less than 10 reportable playground incidents per term and all students will report satisfaction with the outdoor learning environment.
- An increase in agreement with the statement ‘The use of learning technologies is an integral part of teaching and learning’ in both the parent and staff satisfaction surveys. Staff (88% in 2017) up by 7 percentage points. Parents (87% in 2017) up by 5 percentage points. Aspirationally, all staff and parents will agree or strongly agree with this statement.
- Growth across all domains within the Cultural Integrity Continuum, advancing from 2017 benchmark of ‘culturally aware’ to ‘developing’. Aspirationally we would achieve ‘practising’ in all domains.

In 2020 we implemented this priority through the following strategies.

- Explore the implementation of PBL including whole school PL, staff survey and training for identified PBL team.
- Establish a three-year-old preschool community of practice.
- Engage with the University of Canberra Affiliated Schools Teachers as Research Program focused on enhancing transition practices.
- Continue to review and evaluate community programs to determine their impact on student learning outcomes.
- Develop a Cultural Integrity Plan.

*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*

<b>Targets or Measures</b>	<b>Base</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Recognising and expressing emotions appropriately	NA	85%	87%	82%		
Demonstrating resilience appropriately	NA	81%	87%	NA		
Demonstrating respect for others appropriately	NA	94%	94%	85%		

Negotiating and resolving conflict appropriately	NA	80%	80%	73%		
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#### Perception Data

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
An increase in agreement with the statement 'The use of learning technologies is an integral part of teaching and learning' in the parent and satisfaction survey. Parents (87% in 2017) up by 5 percentage points.	87%	87%	87%	72%		
An increase in agreement with the statement 'The use of learning technologies is an integral part of teaching and learning' in the staff and satisfaction survey Staff (88% in 2017) up by 7 percentage points.	88%	96%	82%	63%		

#### What this evidence tells us

- In 2020 there has been a reduction of agreement in both the staff (19%) and parent (15%) satisfaction survey on the perception that the use of learning technologies is an integral part of teaching and learning.
- Student learning data has dropped in all reported domains during 2020.

#### Our achievements for this priority

- Established a three-year-old preschool community of practice.
- Engaged with the University of Canberra Affiliated Schools Teachers as Research Program focused on enhancing transition practices.
- Explored the implantation of PBL including whole school PL, staff survey and training for identified PBL team.

#### Challenges we will address in our next Action Plan

- Increase the proportion of parents and staff who agree with the statement 'the use of learning technologies is an integral part of teaching and learning' through PL and parent workshops.
- Continue with planned PBL implementation to address drop in student learning data around social and emotional learning.
- Focus on implementing Seasons for Growth and Bungee Drumming program for selected children in 2021.

## 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.

- Upgrade of preschool furniture to align with remainder of the school
- Worked in partnership with the University of Canberra on a Teachers as Researchers project focusing on transitions. Through out this project we reviewed our processes and implemented new practices in relation to transitions.
- Worked in partnership with communities@work on the implementation of 3-year-old preschool
- Incorporated the Early Years Literacy project outcomes into daily programming focusing on the 10 essential practices
- Supported children and families with online learning throughout the covid shut down period
- Undertook self reflections on practice and compliance
- Reviewed first aid procedures
- Undertook minor repairs on outdoor environment
- Included a sustainability focus

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