

Narrabundah Early Childhood School

Network: South Canberra/ Weston

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

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

In 2021 our school supported this Strategic Indicator through – Priority 2 (see reporting for detail):

- implementation of the Ten Essential Literacy Practices (consistent school wide literacy practices)
- use of feedback to improve outcomes
- Consistent culture of analysing and tracking data.

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 1 (see reporting for detail):

- Systematic curriculum delivery in Social Emotional Learning (SEL)
- Differentiated teaching and learning.

Reporting against our priorities

Priority 1: Improved wellbeing for each child

Targets or measures

By the end of 2022 we will achieve:

Perception data

Target or measure: By 2022, 95% of parents will report that their *child feels safe at this school*. The target was set by averaging the percentages for agree or strongly agree for parents of similar system schools over 2016 to 2019.

Source: Parent Satisfaction Survey

Starting point: Baseline data of 91% was determined by averaging percentages of parents who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 83% of parents will report *that student behaviour is well managed at this school*. The target was set by averaging the percentages for agree or strongly agree for parents of similar system schools over 2016 to 2019.

Source: Parent Satisfaction Survey

Starting point: Baseline data of 80% was determined by averaging percentages of parents who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 87% of staff will report that *students feel safe at this school*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2016 to 2019.

Source: Staff Satisfaction Survey

Starting point: Baseline data of 63% was determined by averaging percentages of school staff who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 73% of staff will report *that student behaviour is well managed at this school*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2016 to 2019.

Source: Staff Satisfaction Survey

Starting point: Baseline data of 62% was determined by averaging percentages of school staff who agree or strongly agree with this item over 2016 to 2019.

School program and process data

Target or measure: By 2022, 95% of children in year two will demonstrate their ability to negotiate and resolves conflict effectively.

Source: SAS Academic Report (Personal and Social Capabilities)

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 68% was determined by analysing the number of year 2 students who achieved *consistently* or *usually* on the end of semester 2 SAS Academic Report in 2019.

Target or measure: By 2022, 95% of children will usually or always works towards learning goals.

Source: SAS Academic Report

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 79% was determined by analysing the number of year 2 students who achieved *consistently* or *usually* on the end of semester 2 SAS Academic Report in 2019.

In 2021 we implemented this priority through the following strategies.

- Systematic curriculum delivery
- Differentiated teaching and 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.

Student learning data

Targets or Measures	2017	2018	2019	2020	2021	2022
End of year report – ability to usually or always negotiate and resolve conflict	100%	84%	62%	58%	71%	
End of year report – ability to usually or always work towards learning goals	92%	73%	64%	83%	72%	

Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
Students at this school are friendly to each other	88.0%	85.8%	N/A	N/A	N/A	
Staff have a consensual approach to managing issues within the school	50.0%	78.6%	N/A	N/A	N/A	
Parent Satisfaction Survey – <i>My child feels safe at this school</i>	94.1%	98.2%	82.8%	93.5%	100%	
Parent Satisfaction Survey – <i>Student behaviour is well managed at this school</i>	87.5%	90.7%	62.5%	67.7%	86%	
Staff Satisfaction Survey – <i>Students feel safe at this school</i>	*	80.0%	62.5%	80%	#	
Staff Satisfaction Survey – <i>Student behaviour is well managed at this school</i>	*	73.0%	50.0%	80%	67%	
Students at this school are friendly to each other	88.0%	85.8%	N/A	N/A	N/A	
Circles and emotional check-ins are used every day in every learning space	*	40%	33%	N/A	N/A	

#question not reported on in 2021 survey

School program and process data

Targets or Measures	2017	2018	2019	2020	2021	2022
Circles and emotional check-ins are used every day in every learning space	*	40%	33%	N/A	N/A	

* Data not available

N/A – Data sources have changes over time and this data is no longer available

Triangle of Student Referrals, 2020

Red Zone - Students with 6 or more referrals

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Yellow Zone - Students with 2 to 5 referrals

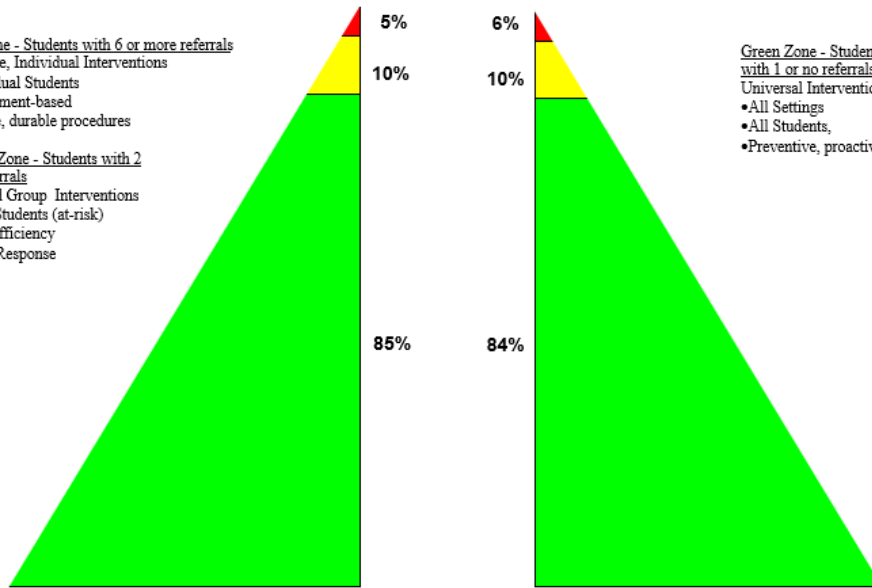
Targeted Group Interventions

- Some Students (at-risk)
- High Efficiency
- Rapid Response

Green Zone - Students with 1 or no referrals

Universal Interventions

- All Settings
- All Students,
- Preventive, proactive



Theory

Narrabundah

Traingle Chart - Data Entry

Enter your school name, and the number of green, yellow, and red zone students in the cells D12, D13, and D14 below.



School Name:	Narrabundah		
		Theory	2021
Number of students with 0-1 referrals:	135	85%	94%
Number of students with 2-5 referrals:	5	10%	3%
Number of students with 6+ referrals:	4	5%	3%
Total Enrolment	144		

Triangle of Student Referrals

Red Zone - Students with 6 or more referrals

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Yellow Zone - Students with 2 to 5 referrals

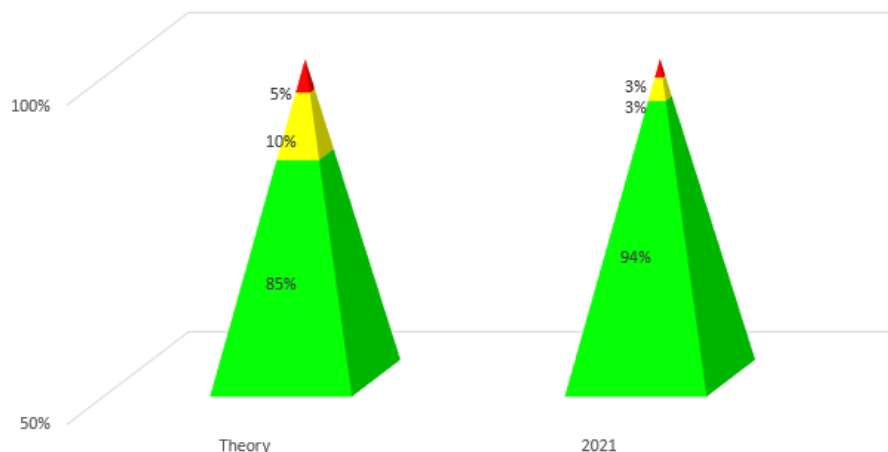
Targeted Group Interventions

- Some Students (at-risk)
- High Efficiency
- Rapid Response

Green Zone - Students with 1 or no referrals

Universal Interventions

- All Settings
- All Students,
- Preventive, proactive



What this evidence tells us

- In 2021 64% of students in year 2 were on Inclusion Support Program (ISP) and/or had an Individual Learning Plan (ILP).
- NECS continued commitment to the explicit teaching of SEL and Positive Behaviours for Learning (PBL) is having a positive impact on safety and learning at NECS. This is further demonstrated through a reduction in negative incidents on Sentral.
- The data indicates that it is time to expand our SEL work and include explicit work on developing student's understanding and awareness of learning habits to help them to work towards learning goals (a Personal and Social Capability on the SAS Academic Report).
- Due to the stage of development of students during early childhood, self-regulation continues to be a focus for SEL work at NECS.
- 2021 data from Sentral demonstrates that 94% of students have one or less referrals due to negative incidents at school. This is an improvement on the 84% of students who had one or less referrals in 2020. This would indicate that PBL and the explicit SEL lessons are having a positive impact.
- Data from Sentral also indicates that there are less students receiving 2 or more referrals due to negative incidents at school.
- Some of the measures above are represented by the year 2 cohort of students. In 2021 there were 14 year 2 students. This is a small cohort of students, and this must be kept in mind when reading the data.
- In 2021 the COVID health pandemic continued impact on learning and attendance at school. ACT Public Schools experienced prolonged periods of remote learning due to health restrictions and guidelines in 2021. This may have impacted on some of the 2021 data.

Our achievements for this priority

Systematic curriculum delivery in Social Emotional Learning (SEL)

- The SEL specialist teacher is a part of the PBL team and lessons are developed in response to data collected on Sentral and in accordance with the NECS SEL Scope and Sequence document.
- PBL team meets fortnightly to analyse data, reflect and make targeted plans with the PBL external coach.
- The PBL triangle chart above demonstrates that NECS is performing better than the 'theoretical expected' even with many students with complex and/or challenging needs.

Differentiated teaching and learning

- Teachers meet in teams with the Disability Education Contact Officer (DECO) twice per term to collaborate on problems of practice (Collaborative Conversation meetings).
- K-2 teachers differentiate learning plans into core, supported or extension to meet diverse student needs.
- Teachers collaborate with families and the DECO to create formal Individual Learning Plans and informal Learning Plans.

Challenges we will address in our next Action Plan

- In 2022 we have engaged the services of the Child and Adolescent Mental Health Services to provide the Understanding and Responding to Feelings and Behaviours Program in Schools

(UR FaB) to support student's ability to self-regulate and negotiate and resolve conflict (a Personal and Social Capability on the SAS Academic Report).

- UR FaB will build capacity of identified (through a series of surveys) families, staff and children to better understand and support student needs. The direct involvement of families will support families to meet their child's social, emotional and behavioural needs in a more targeted manner, with support from specialised staff.
- UR FaB involves professional learning for school-based staff, targeted workshops for identified families, targeted workshops for identified children and in class workshops in one K-2 classroom.

Priority 2:

Targets or measures

By the end of 2022 we will achieve:

Student learning data

Target or measure: By 2022, 73% of kindergarten children will achieve expected growth or high growth in **reading** in BASE (PIPS) at the end of kindergarten. The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) reading over 2014-2019.

Source: BASE (formerly PIPS data)

Starting point: Baseline data of 64% was determined by averaging the percentages of students at the school who achieved expected growth or high growth for PIPS (BASE) reading over 2014-2019

Target or measure: By 2022, 76% of kindergarten children will achieve expected growth or high growth in **mathematics** in BASE (PIPS) at the end of kindergarten. The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) mathematics over 2014-2019.

Source: BASE (formerly PIPS data)

Starting point: Baseline data of 71% was determined by averaging the percentages of students at the school who achieved expected growth or high growth for PIPS (BASE) mathematics over 2014-2019.

School program and process data

Target or measure: By 2022, 85% of children will reach the **ACT Reading Benchmark** at the end of year two.

Source: Reading Benchmark data

Starting point: Baseline data of 77% was determined by averaging the percentages of year 2 students at the school who achieved at standard or above in reading over 2016-2018 on the school based end of year report.

Target or measure: By 2022, 85% of children receive a grade of at standard (meeting year level expectations) or above in **Mathematics** at the end of year two

Source: SAS Academic Report

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 100% was determined by analysing the number of year 2 students who achieved *at standard* or *above standard* on the end of semester 2 SAS Academic Report in 2019.

Target or measure: By 2022, 85% of children receive a grade of at standard (meeting year level expectations) or above in **English** at the end of year two.

Source: SAS Academic Report

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 89% was determined by analysing the number of year 2 students who achieved *at standard* or *above standard* on the end of semester 2 SAS Academic Report in 2019.

In 2021 we implemented this priority through the following strategies.

- Consistent school wide literacy practices
- Use of feedback to improve outcomes

- Consistent culture of analysing and tracking data

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	2017	2018	2019	2020	2021	2022
End of year report – speaking – year 2	100%	84%	N/A	N/A	N/A	
ACT ED Reading Benchmark	*	81%	69%	83%#	50%	
Year 2 English at standard or above in S2	N/A	N/A	*	100%	64%	
Year 2 Mathematics at standard or above in S2	N/A	N/A	*	100%	86%	
BASE – expected growth or high growth in reading	65%	72%	40%	76%	60%	
BASE – expected growth or high growth in mathematics	89%	84%	56%	86%	75%	

Perception Data

Targets or Measures	2017	2018	2019	2020	2021	2022
My child's learning needs are being met at this school	90.6%	96.4%	76.6%	83.9%	#	
Teachers at this school give useful feedback	93.5%	96.2%	64.1%	80%	88%	
# question not reported on in 2021						

School program and process data

Targets or Measures	2017	2018	2019	2020	2021	2022
Every teacher has a goal around priorities in their Teacher Development and Performance Plan	*	100%	100%	100%	100%	

What this evidence tells us

- All students that did not reach the ED Reading Benchmark or were not at standard or above in English either had an ILP/LP with a literacy focus or had English as an Additional Language.
- 25% of year 2 students surpassed the ED end of year 2 Reading Benchmark.
- In 2021 64% of students in year 2 were on Inclusion Support Program (ISP) and/or had an Individual Learning Plan (ILP).
- In 2021 NECS introduced Reader's Workshop to all K-2 classrooms. This model focuses on differentiation and on the use of quality literature to teach reading.
- Observations from Learning Walks demonstrated that students were highly engaged in both independent reading and Reader's Workshops. This was a significant improvement from 2020 Learning Walk observations.
- In 2021 75% of students in kindergarten achieved expected or high growth in mathematics.
- Some of the measures above are represented by the year 2 cohort of students. In 2021 there were 14 year 2 students. This is a small cohort of students, and this must be kept in mind when reading the data.

- In 2021 the COVID health pandemic continued impact on learning and attendance at school. ACT Public Schools experienced prolonged periods of remote learning due to health restrictions and guidelines in 2021. This may have impacted on some of the 2021 data.

Our achievements for this priority

Implementation of the Ten Essential Literacy Practices

- Learning Walks were conducted in 2021 to monitor consistency of implementation of the Ten Essential Literacy Practices in Preschool and K-2. Learning walks identified improved consistency.
- Feedback from learning walks focussed teacher's work as a team.
- Ten Essential Literacy Practices led to improved consistency in language and pedagogy in the teaching of English at NECS.

Use of feedback to improve outcomes

- 100% of K-2 teachers participated in feedback professional learning facilitated by the Enabling Pedagogies team.
- Feedback strategies were discussed at K-2 PLCs.
- This work will continue in 2022.

Consistent culture of analysing and tracking data

- The K-2 team regularly engaged in data analysis during Professional Learning Community meetings in 2021.
- This data analysis was used to inform intervention strategies and improve consistency of practice.
- The team created mid-year writing samples to supplement the ACARA end of year writing samples to support Semester 1 report writing moderation.

Challenges we will address in our next Action Plan

- PLCs were introduced at NECS in 2020. Following implementation and two years of disrupted schooling due to COVID, staff are now ready to scan student data regularly in PLCs.
- Teachers will use data and student work sample analysis to identify explicit, agreed pedagogical improvement strategies.
- The Ten Essential Literacy Practices are now embedded as core practice at NECS, this is reflected in the NECS Pedagogical Guide to the teaching of English.
- In 2022 NECS will shift our pedagogical focus to the teaching of mathematics.
- In 2022 we have employed the services of Dr Paul Swan to help us to implement effective and consistent pedagogy for the teaching of maths.

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.

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