Isabella Plains Early Childhood School

Network: Tuggeranong

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.

In 2021, the school engaged with Director School Improvement and Education Support Office as part of an accelerated school improvement process. This was in response to significant disruptions in 2020 including COVID-19 and an increase in children presenting with significant complex needs leading to low staff morale. The main two focus areas in 2021 were maximising growth in reading for all children and enhancing children and staff wellbeing. Further complexities in 2021 related to COVID-19 and significant changes to the school leadership proved disruptive to the school’s improvement agenda. Despite this, significant achievements were made in addressing each of the schools’ strategic priorities however some actions were not progressed.

# 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 Priority 2 (see reporting for detail):

* Implement Positive Behaviours (PBL) for Learning across the school
* A whole school focus on wellbeing (children and staff) and significant adjustments for children with complex needs.

## 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 1 (see reporting for detail):

* Establish shared beliefs and understanding about the teaching of reading at IPECS
* Build teacher capacity to collect, analyse and use student data to inform teaching and measure progress
* Embed the readers workshop model across all classes in K-2 (to reflect the belief statement)
* Build pedagogical content knowledge of teaching reading (David Hornsby phonological awareness)

## 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):

* Audit of ILP processes and analysis of ILP and NCCD data to inform a review of ILP processes and procedures in 2022

# Reporting against our priorities

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

## Targets or measures

By the end of 2022:

* 75% of preschool children will achieve one year of growth on oral language skills
* 81% of K-2 children will be reading at or above reading benchmark
* 60% of children will achieve the grade level outcomes in writing
* 85% of year two children and 78% of year one children achieve a C grade or higher in English
* 73% of kindergarten children will achieve expected growth or high growth in reading in BASE (PIPS) at the end of kindergarten
* 75% of staff will report that they get quality feedback on their performance
* 62% of staff will report that there is effective communication amongst all staff
* 81% of staff will report that staff are well supported at this school.
* Increase the staff confidence interval regarding Learning walk and talks
* increase the staff confidence interval regarding spirals of inquiry
* Increase the staff confidence interval regarding data analysis

In 2021 we implemented this priority through the following strategies:

* Established shared beliefs and understanding about the teaching of reading at IPECS
* Built teacher capacity to collect, analyse and use student data to inform teaching and measure progress
* Embedded the readers workshop model across all classes in K-2 (to reflect the belief statement)
* Built pedagogical content knowledge of teaching reading (David Hornsby phonological awareness)

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 2022, 75% of preschool children will achieve one year of growth on oral language skills | 61% | 65% | 58% | 54% | 53% |  |
| By 2022, 81% of K-2 children will be reading at or above reading benchmark | 76% | 89% | 64% | 70% | 54% |  |
| By 2022, 60% of children will achieve the grade level outcomes in writing | NA | NA | K: 46%  1: 55%  2: 55% | NA | NA |  |
| By 2022**,** 85% of year one children and 78% of year one children achieve a C grade or higher in English | Yr 1: 73%  Yr 2:  80% | Yr 1:  60%  Yr 2: 69% | Yr 1:  76%  Yr 2:  83% | Yr 1:  86%  Yr 2:  85% | Yr 1:  63%  Yr 2:  87% |  |
| By 2022, 73% of kindergarten children will achieve expected growth or high growth in readingin BASE (PIPS) at the end of kindergarten | 61% | 69% | 61% | 32% | 41% |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| By 2022, 75% of staff will report that they get quality feedback on their performance. | 69% | 84% | 55% | 81% | 62% |  |
| By 2022, 62% of staff will report that *there is effective communication amongst all staff*. | 50% | 44% | 48% | 70% | NA |  |
| By 2022**,** 81% of staff will report that *staff are well supported at this school* | 69% | 70% | 65% | 89% | NA |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **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 | NA |  |
| Spirals of inquiry (staff confidence interval) | 1.5 | NA | 1.9 | NA | NA |  |
| Data analysis (staff confidence interval) | 2.3 | NA | 2.6 | NA | NA |  |

### What this evidence tells us

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| * There has been a decrease of 16% of K-2 to children who have achieved at or above the reading benchmark * There has been a slight decrease in the percentage of preschool children achieving one year of growth on oral language skills * There has been a decrease of 23% of year 1 children who have achieved a C grade or higher in English and a slight increase of year 2 of children who achieved a C grade or higher in English * There has been an increase of 9% of children in kindergarten who have achieved average or better growth in PIPS reading * There has been a decrease of 19% of staff who indicate that they strongly agree/agree that “Staff get quality feedback on their performance” * Staff confidence interval data has not been collected for the last two years due to disruptions to these processes resulting from the pandemic and associated lockdowns * Some school perception data is not available to report on as statements referred to in targets were not surveyed in the 2021 School Satisfaction Survey |

### Our achievements for this priority

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| * Narrowing the strategic focus to reading only- improve reading outcomes for all children * Streamlined the assessment database to reflect new narrow agenda * Co-created a set of shared beliefs about reading (and shared this with the community) * Hosted reading workshops for families * Re-structured our PLCs to classrooms, focus on sharing effective pedagogical reading strategies that work for each teacher * Phonics and phonological awareness professional learning for all staff presented by David Hornsby * Trialled targeted groups of children of “reading sprints” (to build skills at point of need) |

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

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| * Address low student growth in reading by continuing a narrow, strategic focus on reading across kindergarten to year 2 * Align the assessment of reading with AC achievement standards and literacy progressions for reading and viewing * Implement reading goals for every child in every K-2 Classroom * Strengthen the implementation of the 10 essential skills in preschool and develop shared understanding * Reintroduce (phased approach) processes and procedures for providing quality feedback on reading instruction to staff including Learning Walks and Talks, lesson observations and coaching * Embed reading sprints for targeted K-2 children (in classrooms) and establish a Tier 3 small group support program |

## 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:

* 90% of children will exceed the level of competence in *recognising and expressing emotions appropriately*
* 86% of children will exceed the level of competence in *demonstrating respect for others*
* 97%of children will exceed the level of competence in *negotiating and resolving conflict*
* 83% of parents/carers will report that *student behaviour is well managed at this school*
* 88% of staff will report that *student behaviour is well managed at this school*
* At least 72% of staff will report that *student behaviour is well managed at this school*
* Decrease the number of negative incidents entered on SAS and increase the number of positive incidents entered on SAS
* Growth across all domains within the Cultural Integrity Continuum, advancing from 2017 benchmark of ‘culturally aware’ to Developing

In 2021 we implemented this priority through the following strategies.

* Implementing Positive Behaviours (PBL) for Learning across the school
* Implementing the three-year-old preschool initiative
* Participating in University of Canberra Affiliated School program

*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 the end of 2022, 90% of children will exceed the level of competence in recognising and expressing emotions appropriately | 85% | 85% | 87% | 82% | 63% |  |
| By the end of 2022, 86% of children will exceed the level of competence in demonstrating respect for others | 81% | 94% | 94% | 85% | 75% |  |
| By the end of 2022, 97%of children will exceed the level of competence in *negotiating and resolving conflict* | 94% | 80% | 80% | 73% | 62% |  |

#### Perception Data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| By 2022, at least 72% of staff will report that *student behaviour is well managed at this school*. | 85% | 78% | 65% | 81% | 68% |  |
| By 2022, 83% of parents/carers will report that *student behaviour is well managed at this school*. | 80% | 73% | 77% | 83% | 79% |  |
| By 2022, 91% of parents/carers report that “Community partnerships are valued and maintained”. | 89% | 83% | 85% | 87% | 81% |  |

#### School program and process data

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| --- | --- | --- | --- | --- | --- | --- |
| **Targets or Measures** | **Base** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Decrease the number of negative incidents entered on SAS and increase the number of positive incidents entered on SAS | Neg: 122  Positive:  236 | NA | NA | Neg: 122  Positive:  236 | Neg: 249  Positive  1135 |  |
| Growth across all domains within the Cultural Integrity Continuum, advancing from 2017 benchmark of ‘culturally aware’ to Developing. | Culturally aware | NA | NA | Culturally Aware | NA |  |

### What this evidence tells us

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| * There has been decreases in the percentage of children exceeding the level of competence in recognising and expression emotions appropriately, demonstrating respect for others and negotiating and resolving conflict * In 2021, there has been a slight decrease between the percentage of parents/carers who report that they agree or strongly agree that student behaviour is well managed compared to 2020. However, the percentage of parents/carers who agree or strongly agree has increased since 2018. * There has been a decrease in the percentage of staff who report that student behaviour is well managed at this school * The percentage of parents/carers that report Community partnerships are valued and maintained” as remained relatively unchanged * There has been a significant increase of the number of positive incidents entered on SAS (380%) and a slight increase of the number of negative incidents.In 2021, 78% of incidents recorded in SAS were positive incidents and 22% were negative compared to baseline data where 66% were positive and 34% were negative * The Cultural Integrity Continuum was not used in 2021 due to disruptions caused by the pandemic and associated lockdowns. |

### Our achievements for this priority

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| * Enhancing the use of the PRIDE tickets to acknowledge children displaying agreed behaviours * Defined minor and major behaviours and revised the school’s decision-making flowchart (Positive Behaviour Support Flowchart) * Planned, designed, and implemented an alternate learning space (Zircon) including indoor and outdoor spaces to support the needs of complex learners * Trailed the use of Zones of Regulation social and emotional learning program * Revised the schools Safe and Supportive Schools documentation * Continued to engage in 3-year-old preschool community of practice with Communities at work * Engaged with University of Canberra Affiliated Schools, Teachers as researchers’ program. We re-shifted the focus of the research to enhancing self-regulation (SR) in young children (preschool) |

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

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| * Re-establish relationships with community partnerships and increase engagement with external service providers * Refine process for celebrating PRIDE tickets and install PBL outdoor signage * Determine the agreed executive procedure for responding to major behaviours and repetitive minor behaviours * Complete the Cultural Integrity self-assessment survey and develop a cultural integrity safety framework outlining how team will collaborate with Aboriginal and Torres Strait Islander families * Reignite the 3-year-old CoP with Communities@Work |

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.

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| * Engaged with University of Canberra Affiliated Schools, Teachers as researchers’ program. We re-shifted the focus of the research to enhancing self-regulation (SR) in young children (preschool) * Continued to engage in 3-year-old preschool community of practise with Communities at work * Reviewed Preschool Reporting procedures * Continued to implement 10 Essential Literacy practises * Reviewed QIP   2022 challenges   * Review Preschool Philosophy, including input from children, staff, families and communities * Re-establish Preschool team, with new Educational Leader * Implement new pedagogical documentation and observation tools * Analyse data sets to have a narrow and deep focus in the QIP * Join the Directorate Community of Practise – Reimagining Inclusion |

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